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ABSTRACT

This interim report of the University of Wyoming's Collection Analysis Project, whose purpose is to examine the university library's collection development process and make workable recommendations for process improvement, consists of a brief history of the library's collection, including a review of the evolution of the collection development structure; efforts at collection development policies and collection assessment; allocations; collection size; and library programs. Conclusions and recommendations regarding the gathering and organization of information needed for collection development are discussed. Environmental factors that significantly affect the library's collection development system are described, including the publishing industry, library profession, federal and state governments, and the university itself, and their impact is assessed with particular attention to the library's mechanisms for monitoring the environment. Collection development goals are also discussed within the context of the library and the university and recommendations are made to improve goal setting procedures. Charts, graphs, and tables supplement the written text. (MBR)

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COLLECTION ANALYSIS PROJECT
INTERIM REPORT

IR051197

September 20, 1984

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COLLECTION ANALYSIS PROJECT

INTERIM REPORT

September 20, 1984

CAP STUDY TEAM

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INTRODUCTION

The Collection Analysis Project (CAP) currently underway at the University of Wyoming Libraries (the Library), springs from the convergence of two important events in the Library's recent history. First, the doubling of the acquisitions budget in the 1983-84 biennium brought with it a realization that the Library must do its utmost to spend the money wisely and effectively in support of University instructional and research programs. Second, a new Library Director, Keith Cottam, began work in June of 1983, with improvement of the Library's collection development program as his number one priority.

The purpose of the CAP is to examine the collection development process at the University from several different angles (organization and staffing effectiveness; collection policies and assessments; allocations practices; resource sharing activities; and preservation practices), and to make workable recommendations for improving the process. The project employs an assisted self-study methodology. The CAP Study Team, consisting of five members of the Library faculty, is working with the aid of George Soete, Assistant University Librarian at the University of California at San Diego, and project consultant with the Association of Research Libraries Office of Management Studies (OMS).

A project planning visit was made by Mr. Soete and Jeff Gardner of OMS in January 1984.

The project officially began March 8, 1984, with a visit by Mr. Soete to train the Study Team in the self-study methodology. This Interim Report marks the completion of Phase I of the project. Its purpose is to serve as a foundation for the work of the five task forces which will follow in Phase II of the project. The Interim Report consists of a brief history of the collection, an analysis of environmental factors affecting the collection development process, and a discussion of collection development goals.

References to the Library throughout this report mean the University Libraries (Coe, Science, Geology, LPO, Audio-Visual Services) in general. The Law Library is not included, as it is a separately funded and administered organization. Off-campus installations at Jackson, Casper, and Cheyenne are peripherally included as they affect the on-campus libraries.

The CAP Study Team would welcome any comments readers may have regarding the contents of this Interim Report.

CHAPTER I

HISTORY OF THE COLLECTION

The University of Wyoming Library, like the University itself, is less than 100 years old. The Library began in 1887 with a collection of 300 books donated by Charles Clay, a resident of Laramie. By 1904 the collection had grown to 17,000 volumes ("...not a worthless volume in the collection"[1]) housed in a central library area in University Hall (now Old Main) and in several classrooms and laboratories around the University. Funding for materials and space were limited until 1921 when a very vocal effort on the part of students and President Aven Nelson finally convinced the State Legislature to approve appropriations for a separate library building. When the new library building (now Aven Nelson) opened in 1923, it housed a book collection of 50,000 volumes and more than 400 periodical titles and served a student body of 600. Funding for library materials was erratic through the 1940s; nevertheless sufficient volumes were added that the Library outgrew its new quarters by the 1950s. After several futile requests to the State Legislature for a larger building, a new library was built with a bequest from William Robertson Coe and state funds. The Coe estate imposed the condition that an American Studies program and its supporting materials were to be housed in the same structure. The William Robertson Coe Library (Coe) opened with a grand ceremony in 1958, with approximately 275,000 volumes, 1,500 periodical titles, and an addition rate of 15,000 volumes per year.[2] In 1970 the Science Library was opened in the George Duke Humphrey Science Center. More construction occurred in 1978 when Coe Library was expanded to almost twice its original size, and in 1982-83, when the Science Library was enlarged by 25%. At the close of fiscal year 1984, the Library owned 748,000 paper volumes, 11,100 serial titles, 1,378,000 microforms, 790,000 federal documents, and 121,000 maps.

In spite of the growth of the Library's collections over the past century, it has long been recognized that Library holdings have not kept pace with the growth of graduate and research programs. The 1969 "Institutional Profile Document" written for the North Central Association of Colleges and Universities and Secondary Schools notes that "the University of Wyoming provides less than sixty percent of the material deemed necessary to support all programs. New doctoral courses have been developed in areas where the Library has for years been weak...."[3] Annual reports of the Library's Directors continuously reiterate the theme of inadequate collections to support University goals and expectations.

After concentrated planning and lobbying throughout the 1970s, a major breakthrough in acquisitions funding finally came in the 1983-84 biennium when the State Legislature doubled acquisitions funding to $2.5 million per annum.[4] The rationale for this major expansion was based on inflation rates, and comparisons of the Library's basic book, reference, and periodical holdings with standard lists. The Library is currently seeking to maintain a 40,000 volume per year acquisition rate. It expects to add the millionth volume around 1990 if present funding levels continue and inflation in materials prices does not exceed inflation adjustments to the base budget.

The University Library system in 1984 is comprised of Coe Library and several branches. Coe houses general works, social sciences, arts, humanities, government publications, maps, most microforms, technical services, and some of the American Heritage Center collections. Branches include the Science Library, housing the pure and applied sciences and psychology; the Geology Library (under Library administration since 1954), housing materials on geology and geophysics; the Western Research Institute Laramie Project Office (under contract with the U.S. Department of Energy), and Audio-Visual Services. The Health Sciences Information Network (HSIN), a unit of the Science Library, provides medical information to health care professionals throughout the state. The Library administers remote collections for the Casper BA/BS and MBA programs, the Cheyenne Field Office, the University of Wyoming/National Park Service Research Center in Jackson, and off-campus courses taught in a variety of locations around the state.

As the Library has developed into a multi-unit system, there has historically been little duplication among the on-campus branches beyond a few basic reference sources. There is substantial duplication between the Laramie and off-campus branches, and in some instances off-campus materials are not duplicated in the main campus collections. The Library has not attempted to collect extensively in disciplines covered by contract with the Western Interstate Commission on Higher Education, which provides for out-of-state support for students in professional programs not available at the University of Wyoming.

Like most university libraries, the Library suffered cutbacks in serial subscriptions in the mid-1970s due to inflationary pressures on an already tight budget. Attempts have been made in the last biennium to identify and fill in gaps in those serials which are considered to be essential for the University's current instruction and research programs.

EVOLUTION OF COLLECTION DEVELOPMENT STRUCTURE

There has traditionally been a great deal of direct faculty involvement in building the Library's collections. Monies have been allocated to academic departments, and faculty have been encouraged to order whatever they wanted and needed. This has led to uneven growth of the collection, as some academic departments have taken a much more active role in selection than have others. Departments have designated library representatives, but their interest and involvement in building library collections have varied widely. Research interests of individual professors have consumed large parts of some departmental allotments, and the needs of students may not have been consistently considered in some disciplines. The Faculty Senate Library Committee, consisting of departmental and Library faculty, consults with the Library Administration to monitor basic campus-wide library concerns, but it has not been extensively involved with setting departmental allocations or monitoring spending patterns.

There has been a growing concern within the Library over the last several years that the Library should play a greater role in managing the growth of the collection in order to insure that needs are addressed and areas of weakness are strengthened. A first step to greater Library responsibility was taken in fiscal year 1980-81, when the Library began funding serials, periodicals, and standing orders from internal Library accounts rather than from departmental allocations. The Library also began actively screening requests for new serials and standing orders; previously there was little monitoring of the addition of new titles, and the desired balance between serials and monographs was difficult to achieve. There has been some dissatisfaction with this process on the part of individual faculty members who do not feel that the Library should be monitoring their serial requests.

The Library Administration's perception that it needed to take a stronger lead in the building of its collections has led to several changes in the last five years. The first step was the naming of the Library's first Collection Development Officer in 1979. At the same time, the Library's Collection Development Committee was also created to advise the Collection Development Office on matters of policy and procedure. Since the Library assumed greater responsibility for serials and standing order requests in 1980, the Collection Development Committee has acted as a de facto serials review committee, with responsibilities for review and recommendation divided among committee members by subject matter.

Recently, the Library has been developing a network of departmental liaisons and subject specialists to coordinate collection building within specific areas of responsibility and expertise. A subject specialist position for fine arts was created in mid-1981. Vacancies in both Coe and Science libraries have been filled by persons with desired subject expertise and specific collection development components in their job descriptions. In the Spring of 1984, the subject specialist program was expanded to include persons who had not previously been involved in collection development efforts, and an attempt has been made to see that all subject areas are receiving at least a minimal level of collection development attention. Subject specialists are expected to develop contacts with academic departments and to monitor the needs of those departments. The subject specialist program has so far been uneven in its success; it is far more developed in the sciences than in the social sciences and humanities. Liaison duties have for the most part been added to existing jobs, with no compensating reduction in other duties. There have been problems with training subject selectors and communicating with them regarding collection development policies, procedures, and expectations.

Since its inception, the administrative reporting structure of the Collection Development Office has changed. At its creation in 1979, the Collection Development Officer reported to the Director. Currently, the officer reports to the Associate Director for Technical Services, and the office has always been physically located in the technical services section of the Library. Staffing for collection development activities has been very limited. Lines of responsibility between the Collection Development and Acquisitions Departments are not clearly drawn. There are areas of overlap which need to be addressed. Faculty members are frequently unsure where to turn in orders, and the Library has not always clearly communicated proper ordering procedures to the academic departments. Procedures for ordering serial subscriptions and audio-visual materials are complicated, and have not been written down and distributed to faculty.

EFFORTS AT COLLECTION DEVELOPMENT POLICIES

The earliest written collection policy statement that the Study Team has uncovered is dated December 1973. That basic policy has not been rewritten, but the following policies have been written and adopted: Wyoming publications (1982?), duplication of materials (1982?), and datatapes (1983). Draft policies have been written for audio-visual, medical, and geological materials, but they have not been formally adopted at this time. Procedures which have been written include those for serials selection and subject specialist liaison duties.

EFFORTS AT COLLECTION ASSESSMENT

There is little evidence that assessment efforts were undertaken prior to the appointment of the Collection Development Officer in 1979. The first project was the checking of UW holdings against the _Books for College Libraries_ (BCL) list. The poor showing of Library holdings against this bibliography was one of the major arguments used to support the expanded acquisitions budget request for the 1983-84 biennium. The BCL assessment was followed in 1981 by a check of holdings from Sheehy's _Guide to Reference Books_. Again, UW holdings were weak. In 1982-83, retrospective purchases of BCL and Sheehy titles were systematically and selectively made in an attempt to strengthen book and reference collections. Other collections which have been assessed to some extent are Western Americana, nursing, and several areas within the fine arts.

Assessments are currently under way in computer science, mathematics, and mining engineering. Periodical holdings have been checked against standard indexes, including Business Periodicals Index, Magazine Index, Education Index, Applied Science and Technology Index, and Index Medicus. New subscriptions have been placed on the basis of these comparisons. Little reporting has been done on assessments so far and no documentation exists for some assessed areas. It is difficult to determine the subject strengths of the UW collection, except for noting a traditionally strong effort in collecting Western Americana and geology materials.

ALLOCATIONS

Monies have traditionally been allocated to the academic departments. Allotments seem to have been done on a base allocation, with annual add-on percentages to account for inflation; however, the Study Team found data only from 1979 forward on specific allocations and cannot be sure how individual subject areas were supported or how base allocations were derived. Splitting serials and standing orders off from monograph monies in 1980-81 resulted in less money directly available to the departments. An attempt was made in 1982 to tie departmental allocations to instruction and research needs of the departments when the Task Force on Acquisitions and Allocations, composed of librarians and teaching faculty, drew up an allocation formula which has been in effect for the 1983-84 biennium. Detailed allocation information from 1979 to date is available in the CAP files, as is a copy of the current allocation formula.

APPROVAL PLANS

The Library operated for many years under a publisher-based approval system composed largely of university presses. In 1983 this was changed to a subject-based plan, handled through Blackwell North America (B/NA). A major project of the 1984 fiscal year has been to screen and purchase titles that had been offered by B/NA prior to the Library's current approval agreement. In addition to the B/NA plan, the Library has a publisher-based approval plan with Academic Book Center (ABC), and a newly instituted medical approval plan through Majors Scientific Books. The subject-based approval plan has led to some shifts in faculty buying patterns. A large percentage of the previous plans are now coming on approval and no longer have to be ordered. Faculty have been unsure about what will or will not come automatically, and some departments have found that the approval plan covers most of their needs. The Library will have to consider its 1½ years of experience with the B/NA plan when allocating fiscal year 1985 monies to departments.

SHIFTS IN THE COLLECTION

Changes in collection emphases are difficult to determine at this time. The summary shelflist count (Appendix I-B) does indicate some wide variations in total titles in various call number areas, but does not indicate the ages of those parts of the collection or whether they are currently growing at the same rate as in the past. Some changes did take place at the time the Science Library was opened in 1970. Several small departmental libraries which had not been part of the Library system were incorporated into the Science Library collection: Chemistry, Zoology, Biochemistry and Botany. A Pharmacy Department collection was incorporated several years later. The existence of the Science Library also necessitated a very small amount of duplication of Coe titles, mainly standard reference sources and indexes.

Recently, the Library has been buying heavily in microforms, both new materials and replacements for paper copies. During the 1983-1984 biennium the Science Library converted many periodical backruns to microfilm to alleviate space shortages and storage problems.

OFF-CAMPUS PROGRAMS

The Library provides centralized acquisitions and processing support for the University's growing off-campus instructional programs. Monies have been appropriated by the legislature, and there is a very small allocation from the acquisitions budget to support off-campus programs. A librarian has been assigned to work closely with administrators and teaching faculty to identify program needs. The Casper degree program is the largest of the off-campus programs; the Library has had little input into development of the UW-Casper collection. With the new fiscal year, however, the Library will assume greater responsibility for the Library materials budget legislated for the Casper program.

EXCHANGE AGREEMENTS

The Library receives over 2000 serials and periodicals through gift and exchange agreements. This source is particularly significant for the Geology Library, which relies on exchanges for many of its most basic materials.

AMERICAN HERITAGE CENTER

During the 1960s and 1970s, many Library book and microfilm purchases, state documents, and gifts were cataloged into the collections of the American Heritage Center (AHC). The impact of this is felt particularly in the area of Western history and regional imprints. With the reorganization of the AHC into two divisions in 1983, the Archives--American Heritage Center was placed under Library administration. Archives--AHC is responsible for managing the AHC collections, including the Hebard Collection. Manuscript collections are processed by Archives--AHC staff, while books going into these collections are processed through Technical Services. Many of the materials in the Hebard collection duplicate Library holdings; however, some are single copy items which have not previously been available through the Library system. If this collection were integrated into the Library, the impact would be felt more heavily in cataloging and stack maintenance than in acquisitions, although some duplicate copies would no longer be purchased.

PURCHASING PATTERNS

The inability of the University to carry money from one fiscal period to the next has meant that the Library traditionally goes into the end of a fiscal year or biennium with significant amounts of money to be expended within a short amount of time. This enables the purchase of some very expensive items late in the budget year, but has also led to some pressure to buy "big ticket items" with only limited discussion of purchasing priorities and of the merits of the materials in terms of instruction and research needs. The B/NA subject-based approval plan has had a major effect on departmental purchasing patterns. Much of the expansion budget money has gone toward the purchase of materials which are not easily processed through acquisitions and cataloging, such as foreign language publications, older imprints or specialized subject materials. Substantial backlogs of uncataloged materials have developed. The doubled funds have enabled the Library to increase its serial holdings substantially during the 1983-84 biennium.

SIZE OF THE COLLECTION

Annual reports of the Library and its departmental units have recorded several sets of statistics on the size of the collection over the past years. The data were found to be inconsistent from year to year. Volume and serial counts have varied as to what was included and the methods of presenting data have not been standardized. The book and serials expenditures shown in Appendices I-C and I-D were extrapolated from the Library's annual reports. Some figures have been corrected recently as the result of inventories (i.e., the number of maps). To supplement the historical data, the CAP Study Team conducted a shelflist count in March and April 1984 in order to determine the relative strengths of subject areas within the collection. The shelflist count was found to differ significantly from the volume count presented in the annual reports; this, along with other inconsistencies found in the annual report data prompted a Library-wide volume count in June 1984. The data presented in Appendix I-A, "Size of the Collection," reflect this count. Appendices I-C and I-D are historical and for the reasons mentioned above, must be understood as approximations.

Of the statistics gathered, the most useful figures for subject specialists are the shelflist counts. Appendix I-B summarizes the count by broad call number ranges. A more detailed breakdown of the title count, which attempts to correlate call number ranges with University programs, as well as an explanation of the methodology employed, is available in the CAP files. The total number of titles in the shelflist, including Library of Congress (380,987), Dewey (46,741), and thesis (6,128) classifications is calculated to be 433,856.

The shelflist count excludes uncataloged collections: i.e., most government documents, maps, several large set of microforms, technical reports, corporate reports, and other unclassified collections that are housed in Coe Library. Statistics for some of the collections not in the shelflist count are included in the summary statistics titled "Size of the Collection" (Appendix I-A).

Statistics on overall Library expenditures, volume counts, and processing loads are of use to planning groups such as the CAP Task Forces on Allocations and on Organization and Staffing. As the Library re-formats its statistical reports, the CAP Study Team and Task Forces will make recommendations regarding data needed for collection development.

CONCLUSIONS AND RECOMMENDATIONS

In the course of researching and writing this brief history of the UW collections, the Study Team has identified several areas of concern regarding the gathering and organization of information needed for collection development. The Study Team has reached the following conclusions and makes the following recommendations. Numbers 1, 2, and 6 require administrative action and could be implemented immediately. The remaining recommendations require further study by the CAP task forces.

1. Appropriate and easily correlated statistical material has proven difficult to find. Methods of measuring collections have varied widely from year to year and from department to department within the same year. The Study Team recommends that the Library administration devise standard forms and categories for all statistical data. We further recommend that collection development personnel be consulted in the development of this standard reporting, so that the ongoing needs for statistical data in collection analysis are met.

2. The Study Team has found the narrative annual reports of the Library and its constituent parts to be extremely valuable in tracing historical information on the Library and its collections. Statistical data cannot stand alone without some interpretive material to place them in their proper context. A record of organizational change, budgetary anomalies, and significant shifts in staff is of great value in trying to understand how things have evolved to their present state. The Study Team recommends that narrative as well as statistical reports from all Library units be continued.

3. The shelflist measurement which was done in conjunction with this project indicates dramatic variations in collection strength among disciplines. The shelflist count does not measure quality or relevance of library holdings to academic programs as they exist at present. A more detailed analysis should be conducted by the Task Force on Collection Development Policies and Assessments.

4. Very little collection assessment has been undertaken previous to the significant efforts of the last three to four years. These efforts should be analyzed by the Task Force on Collection Development Policies and Assessments and recommendations presented for a continuing program of collection assessment.

5. The allocations formula which was drawn up for use in the 1983-1984 biennium is well documented. Little information exists on previous allocations. The formula needs further study and discussion to insure that the requirements of instructional and research programs are adequately funded and that monies are distributed fairly and rationally among programs. The Task Force on Allocations should study allocation methods and formulas and recommend distribution based on University instructional and research needs and collection development priorities.

6. There is little information available on collection growth patterns prior to 1979, since allocation information is lacking. Figures since then do exist, but it is still difficult to trace patterns other than those retrospective efforts which have been documented. The Library has not kept statistics or periodicals holdings information by call number categories. The Study Team recommends that

B/NA records of approval purchases by call number blocks, and similar listings of serials information from Faxon be routinely requested from the vendors and made available to all subject selectors.

7. Responsibility for expending Library funds has been shifting from high faculty involvement to significantly more internal monitoring of collection growth and development. Due to the relative infancy of the subject specialist program, many of the people involved have not yet had a chance to make much impact on collection development patterns. The Task Force on Organization and Staffing should examine the structure and effectiveness of the subject specialist program and should recommend means for improving it. The Task Force should also examine the role of the teaching faculty in the collection development process.

8. The Library must determine a proper balance between funds allocated for serials and funds allocated for monographs. This is a question which should be studied by the Task Force on Allocations Practices.

APPENDIX I - A

SIZE OF THE COLLECTION

I. Volumes (catalogued, hard copy including theses)

Coe	424,929
Archives	40,976
Science	227,560
Geology	44,550
UW Casper	9,257
Jackson Research Center	708
TOTAL	747,980

II. Documents (maps and microforms not included)

US including technical reports	747,004
State agricultural documents	55,471
Foreign agricultural documents	25,441
Docs in Geology	25,124
TOTAL	853,040

III. Microforms

Films	31,900
Fiche	1,062,024
Prints	103,379
Cards	180,281
TOTAL	1,377,584

IV. Maps (microforms not included)

General map collection	119,715
GPO	1,773
TOTAL	121,488

V. Miscellaneous

AV (AV services not included)	2,332
Uncatalogued print collection	11,874
Star Charts	700
Aerial Photographs	1,148
Herbarium Cards	55,800
TOTAL	71,854

APPENDIX I - B

Summary Shelflist Count

Call Numbers	Subject Areas	Estimated Number of Titles
LC		
A	General	2,698
B - BX	Philosophy, Psychology, Religion	21,547
C - F	History, Archaeology	60,307
G - GY	Geography, Anthropology, Sports	9,349
H - HX	Social Sciences, Economics, Business, Sociology, Social Work	54,272
J - K	Political Science, Law	14,369
L - LT	Education	15,937
M - MT	Music	5,691
N - NX	Arts	10,293
P - PZ	Linquistics, Languages, Literature (PR-PS English & American Literature = 41,444)	79,361
Q - QR	Sciences, Mathematics, Chemistry, Physics, Geology, Biology	52,584
R - RZ	Medicine (including Psychiatry, Nursing, Pharmacy)	15,956
S - SK	Agriculture, Veterinary Medicine	6,617
T - TX	Technology, Domestic Arts	23,338
U - Z	Military Science, Bibliography	8,668
	total	380,987
DEWEY		
000-199	General Sources, Psychology	4,200
200-299	Religion	1,971
300-399	Social Sciences, Political Science, Education, Business, Economics	21,090
400-499	Languages	797
500-599	Sciences	2,388
600-699	Technology	4,226
700-799	Arts	4,595
800-899	Literature	6,738
900-999	History	736
	total	46,741
THESES		6,128
	GRAND TOTAL	433,856

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M - MT	Music	5,691
N - NX	Arts	10,293
P - PZ	Linquistics, Languages, Literature (PR-PS English & American Literature = 41,444)	79,361
Q - QR	Sciences, Mathematics, Chemistry, Physics, Geology, Biology	52,584
R - RZ	Medicine (including Psychiatry, Nursing, Pharmacy)	15,956
S - SK	Agriculture, Veterinary Medicine	6,617
T - TX	Technology, Domestic Arts	23,338
U - Z	Military Science, Bibliography	8,668
	total	380,987
DEWEY		
000-199	General Sources, Psychology	4,200
200-299	Religion	1,971
300-399	Social Sciences, Political Science, Education, Business, Economics	21,090
400-499	Languages	797
500-599	Sciences	2,388
600-699	Technology	4,226
700-799	Arts	4,595
800-899	Literature	6,738
900-999	History	736
	total	46,741
THESES		6,128
	GRAND TOTAL	433,856

APPENDIX I - C

Book and Serial Expenditures by Fiscal Year, 1972-1983

The following expenditure figures were compiled from data from seven Library annual reports: 1974-75, 1977-78, 1978-79, 1979-80, 1980-81, 1981-82 and 1982-83. An effort was made to correlate figures spanning several years in order to check related figures. Figures from various charts had to be added in some years to achieve the totals presented here. The fifth column is serials expenditures as a percent of total expenditures.

Fiscal Year	Book Expenditures	Serial Expenditures	Grand Total	Percent Serials
1972-73	$ 257,651	$ 155,306	$ 412,957	37.6
1973-74	244,302	159,903	404,205	39.6
1974-75	348,535	179,257	527,792	33.9
1975-76	268,079	170,000	438,079	38.8
1976-77	302,826	260,000	562,826	46.1
1977-78	354,614	310,375	664,989	46.6
1978-79	406,695	558,929*	965,624	57.0
1979-80	426,615	598,754	1,025,369	58.3
1980-81	420,504	647,691	1,068,195	60.6
1981-82	464,911	705,892	1,170,744	60.3
1982-83	1,214,270	814,067	2,028,378	40.1

*Serials expenditure figures from 1978-79 forward include standing orders and newspapers. Previous figures are for periodicals only. The actual number of new titles added in 1978-79 was 265.

APPENDIX I - D

Serial Counts, Serial Expenditures and Average Cost at U.W., 1972-83

The following serial counts are taken from Library annual reports, in particular the "size of collection" table, and last year's Acquisitions report. The serial expenditures figures are taken from Appendix I - C. The average cost shows a steady rise in the price of serials bought by the Library. The figures vary from year to year as to what is included (i.e. periodicals, standing orders, serials, and newspapers).

Fiscal Year	Serial Count	Serial Expenditures	Average Cost
1972-73	5331	$ 155,306	$29.00
1973-74	5473	159,903	29.00
1974-75	5556	179,257	32.00
1975-76	5551	170,000	31.00
1976-77	5675	260,000	45.00
1977-78	5818	310,375	53.00
1978-79	7709*	558,929	72.00
1979-80	7994	598,754	75.00
1980-81	9508 (minus 1251 exchange 8257)	647,691	78.00
1981-82	9723 (minus 1307 exchange 8416)	705,892	84.00
1982-83	11,325 (minus 2176 exchange 9149)	814,067	89.00

*See note on Appendix I - C.

NOTES

[1] "Note Book", The University Melange, v. 1, February 1904, p. 6.

[2] E. D. Chisum, "Development of the University of Wyoming Libraries and Special Collections," Annals of Wyoming 54 (Spring 1982): 27-35.

[3] "Institutional Profile Document for the Membership Visit of the North Central Association of Colleges and Universities and Secondary Schools," Laramie: University of Wyoming, 1969, p.178.

[4] The Wyoming fiscal year runs from July 1 through June 30. Biennia begin and end in even-numbered years. When citing fiscal years or biennia, the year in which the period ends is used. Biennial budgets are passed in even-year legislative sessions, and take effect July 1 of the same year.

Chapter II

ENVIRONMENTAL ANALYSIS

The University Library operates in an environment composed of a wide range of factors, such as the publishing industry, the library profession, federal and state governments, and the University itself. The purpose of this chapter is to describe the environmental factors that significantly affect the Library's collection development system and then to assess the impact these factors have, paying particular attention to the Library's mechanisms for monitoring the environment. To keep the text of the chapter relatively easy to read, tabular and graphic data used to support observations and tentative recommendations are contained in Appendix II.

DESCRIPTION OF THE CURRENT ENVIRONMENT

The current environment affecting the University Library consists of those factors affecting all libraries and those general factors affecting the local situation. Since the general factors have been widely discussed elsewhere, they will receive only cursory coverage in this report. While it is important to be aware of matters such as general price increases or publishing in new formats, it is unlikely that the Library can have a substantial impact on these. In contrast, state and University factors are unique aspects of the Library's environment and will receive the majority of the space in the report. These factors have a more immediate impact and the Library is more likely to influence such matters as state funding or new University programs.

Developments in the Publishing and Information Industry

Since the Library is in the business of making information available to its patrons, trends in the publishing and information industry receive considerable Library attention.

Publishing Output

It is perhaps trite but true to say that the Library is in the midst of an information explosion. There are new monographs and journals for each new academic specialization. Electronic journals that will not exist in print, and loose-leaf services to be published on videodiscs, are under development. Microform publishers continue to offer new collections, some of which offer important benefits to libraries and others which are of questionable value to any library. From 1977 to 1983 American book publishing increased at six percent per year (world production is much higher), the number of periodicals increased by nearly 13 percent per year, and microform title production increased by approximately 22 percent per year.[1] While librarians and several major studies[2] have complained about the unnecessary proliferation in publishing, the fact remains that the volume of works available to libraries is increasing faster than most of their budgets. The only limit on publishing output appears to be economic; reductions in publishing are unlikely unless there is a sustained recession. Even with the Library's major budget increase in 1982, it cannot keep pace with the expansion in output. Unless there are regular increases to the materials budget, the Library will have to be increasingly more selective about what it acquires in the future.

Another publishing trend that should be mentioned is the reduction of publishers' press runs since the Thor Power Tool ruling in 1979.[3] Since publishers can no longer depreciate inventories while continuing to sell them at full price, many keep fewer books in print. The consequence for libraries is that many titles, particularly scholarly and specialty, go out-of-print quickly. This means that any library that does not order immediately or use an approval plan may be unable to acquire some needed titles or may have to pay substantially more in the out-of-print market. The old truism that you need to stay current in periodicals because books would more likely be available is less and less valid. In fact, with the increasing availability of periodicals in microform, the opposite is more often true.

The final publishing output trend to be discussed is the continued experimentation with different information formats. Several journal publishers have switched from traditional print to combination format (mainly microform and print) and there is continuing discussion of the electronic journal and on-demand publications. Video formats, particularly videodisc, show promise to store vast amounts of information combined with illustrations. There are an increasing number of full text files available from database vendors which may serve as a speedy but expensive alternative to traditional photocopying in interlibrary loan. If the integration of these and other new formats into libraries follows the pattern of the past, alternative formats will not replace any earlier formats, but will merely be added to them.

Publishing Economics

The other major publishing trend is that library material prices have risen steadily over the last decade, most increasing faster than the Consumer Price Index or the Higher Education Price Index (see Appendix II-A). Soaring periodical and serial prices caused severe budgetary distress for many libraries during the late 1970s; current figures indicate moderation of increases to below double-digit inflation. However, preliminary figures from the Brown and Phillips' periodical price indexes indicate a possible return to double-digit price increases caused principally by a large number of professional associations charging substantially higher institutional rates,[4] while the Faxon periodical price index indicates continued single-digit price increases for 1984.[5] Most libraries, UW included, coped poorly with the major serial price increases during the 1970s. Aside from some minor weeding, periodicals were usually maintained at the expense of other library materials. Prices of other library materials have also increased substantially: from 1977-1983 book prices increased an annual average of 10.0 percent and microforms increased an annual average of 4.7 percent. These price increases compound the problems posed by increased publishing output. The Library's recent budget increase, if not regularly supplemented by more than general inflationary increases, will probably buy less and less each year and make us more heavily dependent upon resource sharing arrangements.

As troubling as general material price increases have been and will probably continue to be, more difficult to resolve are the varying levels of funding needed to support different disciplines. The average chemistry periodical costs ten times as much as a philosophy title, and its annual price increase percentage is three times as high.[6] In terms of book prices, the difference among disciplines is less, but expensive disciplines, such as sociology and economics, average three times the price of inexpensive disciplines, such as religion and home economics.[7] According to recent B/NA and ABC approval printouts, these general figures are representative of Library purchases. Without regular, substantial budget increments, the Library will increasingly have to support expensive disciplines (mainly in the sciences and some social sciences) at the expense of the others.

Budgetary Trends

The University Library's budget has been mentioned several times already; various factors have affected it. The most significant event in the recent past was the doubling of the acquisitions budget in fiscal year 1983, allowing the Library to increase the number of volumes added from approximately 20,000 to approximately 40,000 per year. Before discussing this increased budget, general state and University budgets will be examined. The tabular data supporting the following sections are found in Appendix II-B.

State Budget

The University budget (and thus the Library budget) is heavily dependent upon the vigor of the state economy and the largess of the State Legislature. Wyoming enjoyed almost uninterrupted growth in revenue since the late 1960s. The major expansion in energy resource development, particularly uranium, petroleum, and coal, has been largely responsible for this growth. Fairly high severance taxes and rather low sales taxes during this boom period have enabled the General Fund to increase an average of 32.9 percent per year from 1976 to 1983. Wyoming has remained one of very few states that does not have a state income tax. In fact, from 1976 to 1983, substantial surpluses were generated. Some of these surpluses were put into the so-called "rainy day account" to prevent disruption of state services caused by short-term economic difficulties. Most of the rest was put into a Permanent Wyoming Mineral Trust Fund to help the state through the transition which will be caused by the eventual exhaustion of its mineral resources. While the energy boom produced some problems in the state, revenue was not one of them.

At the same time that state revenues were rising, Wyoming state expenditures also grew rapidly; from 1976 to 1983, General Fund expenditures increased an average of 28.3 percent per year. Some of these new expenditures were caused by the rapid increase in the state's population, but most were used to bolster state services suffering from a history of limited resources.

While the rest of the nation slipped into the serious recession of the late 1970s and early 1980s, Wyoming seemed immune. By the legislative session in January 1983, however, there were signs of softening in the state economy. The State Legislature reduced a scheduled nine percent salary increase for state employees to two percent and trimmed other expenditures. While the rest of the nation climbed out of the general recession, Wyoming found itself in a time of reduced revenues, due to mine closures, and increased expenditures, particularly for unemployment compensation. An emergency session of the Legislature was called by the Governor during the summer of 1983 to fund the Employment Security Commission, which was rapidly approaching insolvency. By the time state agencies started preparing requests for the 1984 budgetary session, the Governor had called for four percent reductions in overall expenditures. Even though there were signs that the state economy was on the mend, the 1984 Legislature took a very cautious approach to expenditures.

The stage was thus set for a no-growth period for state agencies during the 1985-1986 biennium. Economic indicators point to continuing recovery: mines are recalling workers, unemployment has dropped below eight percent, sales tax revenues are beginning to rise, and mineral exploration is on the increase.[8] No one, however, expects a return to the boom days of the 1970s and early 1980s, and rather modest growth is forecast for the rest of the 1980s.[9] This means that the Legislature is likely to remain fairly conservative regarding increases in expenditures over the next several biennia.

University Budget

The story of the University budget parallels the rapid growth and sudden decline chronicled above. The period of 1976 to 1982 saw an annual average increase of General Fund appropriations of 37.5 percent. However, during fiscal year 1983, the appropriation dropped nine percent. Fortunately, the University is not entirely dependent upon the State Legislature; fees, royalty income from dedicated mineral property, and grant funds have continued to rise from 1976 to 1983 at an average rate of 38.3 percent per year. The consequence of having these outside sources of revenue is that, in spite of a reduction in General Fund appropriations in 1983, the total University budget was barely reduced. While the Legislature passed only a steady-state University budget appropriation in 1984, an increase in fees is expected to allow the budget to grow slightly for the next biennium.

It is important to indicate that the University budget is the largest of all state agency budgets, ranging from 21 to 27 percent of the entire General Fund. Remaining in that enviable position is probably dependent upon several factors: continued improvement of the state economy, continued growth in enrollment, and the absence of in-state competition for higher education support. These are all likely to remain true for the next two biennia, except for a possible two-year reduction in on-campus enrollment in fiscal years 1985 and 1986. Thus the University can expect stable or slow-growth for its budget; in particular it will be very difficult to increase University staff given the Legislature's traditional reluctance to increase state payrolls. This is not the best of all possible worlds, but the University budget should not share the general decline experienced by many other institutions.

Library Budget

The Library budget has always constituted a small percentage of the total University budget, ranging between 2.3 and 3.4 percent over the period of 1977 to 1982. Obviously, staying at a fairly constant percent of the University budget during a time of sustained growth produced regular increases in the Library budget. In fiscal year 1983, the Library acquisitions budget became the number one priority of the University administration as part of a program to enhance University respectability. This emphasis produced a doubling of the acquisitions budget and a resultant major increase in the Library's share of the total University budget, to 4.1 percent in 1983. Comparable academic libraries rank at 2.6 percent of the total institutional research and instruction budgets for the latest year data are available, 1981-82.[10] Over the period from 1977 to 1984, the Library budget increased at an average annual rate of 35.5 percent. The high priority of the Library carried over to a protection of its budget in the 1984 Legislature, even though the 1985-1986 overall budgets were reduced.

As in all service-oriented agencies, the Library staff constitutes a major part of the total budget. Because of this, salary and staff increases can constitute a major pressure on a library budget. The University Library has been traditionally understaffed. This is the area in which the Library is most lacking in comparison to Association of Research Libraries (ARL) member institutions. Personnel constitute approximately 39 percent of the total Library budget.[11] Most comparable institutions' personnel budgets represent over half of their total budgets.[12] There was no comparable increase in Library staff at the time the expanded acquisitions budget was approved. There is little hope for a major increase in staff with which to select and process materials; instead, the Library must look at internal procedures and reallocation of present staff in trying to cope with the pressures which attend the increased materials budget.

The best possibility for significant increases in the Library budget appears to be an expanded effort to generate non-University sources of funding. The Library has not been particularly active in seeking grant and contract funds in the past, outside of the Laramie Project Office (formerly Laramie Energy Technology Center), Health Sciences Information Network (HSIN), and the paltry College Library Resources grants. Neither has the Library been active in soliciting monetary gifts or endowment support. During 1983-84, non-state funds accounted for only 7.4 percent of the total Library budget. Changing this pattern will be difficult, considering all the other demands on staff time, but major increases of the Library budget are unlikely without the effort.

University Programs

University activities should be closely monitored since University students and faculty are the Library's primary clientele and raison d'etre. The current CAP study demonstrates a strong interest in information about the University.

Trends and Changes

The University of Wyoming has often been characterized as an emerging institution. The biennial budgeting process has a tendency to stretch out program development and the next several biennia will probably not see many major new programs because of fiscal constraints. When viewed from a historical perspective, the University has made a major effort to change itself from a rather undistinguished institution to a regionally respected one.

Enrollment

From the fall of 1971 to the fall of 1982, total enrollment grew from 8,564 to 10,210, while graduate enrollment rose from 1,527 to 1,902. Although there usually have been small, annual increases, enrollment declined slightly in 1973 and 1978. According to Dr. Allan Spitz, Vice President for Academic Affairs, immediate projections are for another slight drop during 1985-1986. An on-campus enrollment drop may be offset by an increase in off-campus enrollment. Projections for the next ten years indicate a continued, gradual increase.[13] Graphs depicting the enrollment changes as well as supporting tables are found in Appendices II-C through H.[14]

There has been a shift in the distribution of enrollment among the colleges. Arts and Sciences enrollment has remained fairly steady, partially because the College provides basic core courses to students enrolled in other colleges. At the same time, enrollment in two of the professional schools has more than doubled: Commerce and Industry increased from 9.5 to 16.9 percent of the total enrollment and Engineering from 9.8 to 16.4 percent. The overall percentage of Arts and Sciences majors has dropped from 42.4 to 33.9 percent. However, the college's undergraduate enrollment remains almost twice as large as the next largest college, Commerce and Industry, and its graduate enrollment is three times as large as Education, the college with the second largest graduate program.

The ratio of graduate to undergraduate enrollment has been fairly consistent, varying from 22 to 16 percent of total enrollment. The current mix (16 percent) is seen as a good one, and there are no plans or predictions that graduate enrollment will increase significantly. The percentage of upper division students has increased, reflecting the expanded role filled by the seven community colleges in the state.

Off-Campus Programs

As the state's only baccalaureate and graduate institution, the University has been given a legislative mandate to extend its educational programs throughout the state. Presently the University offers courses to over 10,000 off-campus students in fifty locations.[15] Since the community colleges provide associate level programs, these University courses are almost all upper-division and graduate. Instructional delivery is varied. In Casper the University offers several general bachelor's programs and an MBA program which are supported by a University library collection located in the Natrona County Public Library building and by many regular, campus-based faculty members. Rotational programs (such as Elementary Education or Nursing) provide a degree to students who take the full cycle of courses. There are baccalaureate programs where students are able to complete all or nearly all required coursework off-campus. Finally, there is a variety of unrelated courses offered throughout the state. The extension program has the fastest growing enrollment of any University program, a trend likely to continue unless the Legislature decides to reverse itself and permit some of the community colleges to become baccalaureate institutions. This is not seen as likely in the next several biennia.

For the future, the University is seriously studying tele- and videoconferencing in an attempt to reduce the enormous expense of providing off-campus courses, and the Library has a Council for Library Resources (CLR) grant to study expectations of off-campus students and faculty.

Academic Programs

The process of dropping or adding degree programs takes several years, enough time to become aware of changes. There are no new graduate programs being planned at this time; therefore, graduate education should remain fairly stable, although emphases may change. Looking more closely at each college and at the departments within each, we examine the current programs and their development over the last decade.

The College of Agriculture has maintained one of the most stable enrollments of any University college. One of the smaller colleges, it has the highest ratio of graduate to undergraduate students, one to four. Three major administrative shifts have occurred, but none has affected the College's program content or size significantly. Agricultural Engineering, an interdisciplinary program between Engineering and Agriculture, was transferred to the College of Engineering in the fall of 1983, while two programs in Agricultural Engineering (Water Resources and Agricultural Mechanics) remained in the College of Agriculture. Biochemistry was shifted to the College of Human Medicine in 1977, then back to the College of Agriculture in 1979. Range Management was separated from Plant Science in 1978. Both divisions have since had an increase in undergraduate and graduate enrollment as well as an overall increase in faculty. Range Management is presently the largest program in the College of Agriculture. Some specific subdivisions, such as Poultry and Dairy Science within Animal Science, were eliminated in the early 1970s.

Arts and Sciences, the largest college, has recently completed an evaluation and redesigned the basic undergraduate curriculum, reinstituting such general requirements as a mathematics course and a foreign language. This is the college with the second highest ratio of graduate to undergraduate students, one to five. The largest graduate programs are in this college. Of the eight Ph.D. degrees offered, seven are in the sciences (Botany, Chemistry, Geology, Mathematics, Physics, Psychology, and Zoology). History, which offers the only Ph.D. in the humanities, is a small program averaging less than one graduate per year. Psychology, averaging over seven graduates a year, and Geology, with over five, are the largest Ph.D. programs in the University. Master's programs are more evenly distributed. Of the 29 Arts and Sciences master's programs, 8 are in the sciences, 9 in the social sciences, and 12 in the humanities. Geology has the largest master's program and the largest overall program in Arts and Sciences. One master's program, Theatre, was recently discontinued. The first master's degrees in Planning were conferred in 1977-78; the first master's degrees in Computer Science in 1980-81. Emphases in other areas have changed. Physics is conferring about one-fifth the number of master's degrees that it did in the early 1970s. American Studies also has a much smaller enrollment. Recreation and Park Administration, Mathematics, Geology, and Music are among those graduate programs that have grown.

The College of Commerce and Industry has experienced the largest percentage of enrollment increase of any college, more than doubling in size. Program expansion has been most pronounced in this area, also. The two Ph.D. programs, Economics and Statistics, conferred their first degrees in 1976-77 and 1975-76 respectively. The Department of Business Administration also began conferring specialized degrees in Management, Finance, and Marketing in the mid-1970s. The largest master's program in the University is in Business Administration, averaging more than three times the graduates of the next largest program, Counselor Education. Undergraduate programs continue to be emphasized in this College. The ratio of graduate to undergraduate students is one to eleven.

The College of Education, like other education programs in the country, had an enrollment decline during the 1970s. From a total enrollment of 1,842 in the fall of 1971, it dropped to 1,159 in 1980, then increased to 1,337 in 1982. Graduate enrollment has made less of a comeback than undergraduate enrollment. The graduate enrollment in the fall of 1982 was 55 percent of the highest previous enrollment in 1971. Undergraduate enrollment was 77 percent of 1971 enrollment, the previous high. The ratio of graduate to undergraduate enrollment is one to seven. Several Ph.D. or Ed.D. programs were reduced in size, particularly in Educational Foundations and Counselor Education.

Numbers of Ed.D. degrees were reduced more than Ph.D. degrees. However, several of the University's largest graduate programs remain in the College of Education. Of the seven University doctoral programs that average more than three degrees a year, four are in the College of Education. While the Counselor Education Ph.D. program declined, the master's program grew and is currently the second largest program in the University. Both Educational Administration and Curriculum and Instruction programs are also included in the six largest master's programs of the University. A new master's program in Instructional Technology began in 1983.

The College of Engineering has grown almost as much as Commerce and Industry, also doubling its enrollment. Because there has been a limit to how many students can be effectively handled by the available faculty and the previously limited facilities, some restrictions have been placed on enrollment, particularly with higher entrance standards for foreign students. Undergraduate programs are relatively more important in this college than in Agriculture or Arts and Sciences. The ratio of graduate to undergraduate students is one to ten. The Ph.D. programs are quite small; the largest, Atmospheric Science, has averaged only slightly more than one graduate per year. The College's largest master's program, Civil Engineering, with 8.5 graduates per year, ranks as the University's eighth largest program. The largest and fastest growing department in the College, Petroleum Engineering, is primarily an undergraduate program. The number of undergraduates enrolled in this program (419) is exceeded only by the numbers in Accounting, Business Administration, and Curriculum and Instruction.

Health Sciences is the smallest college at the University with the lowest ratio of graduate to undergraduate students, 1 to 15. There are no doctoral programs. After several years of planning, Nursing recently began offering a master's degree emphasizing rural health care. This master's program also offers extension courses. Speech Pathology and Audiology offers the only other master's program in the Health Sciences, averaging nearly 12 graduates per year to make this the fifth largest in the University. The number of graduates from 1978 to 1983 has averaged about four times that of the period from 1972-1977. Pharmacy enrollment has declined from the mid-1970s, and is at a level that can be maintained with existing clinical resources.

In 1984, the College was reorganized to include Social Work (formerly in Arts and Sciences), Physical and Health Education (formerly in Education), and Human Medicine (formerly a separate college). Human Medicine was started in 1977-78 in preparation for a School of Medicine. When this was defeated by the State Legislature in 1979, enrollment declined. While there are no current courses or enrollment, the College does administer the Family Practice Centers in Cheyenne and Casper.

Research

A Vice President for Research was first named in 1974-75, and emphasis [illegible] research at the University has increased over the last several years. There is no master list of scholarly activity of the faculty, but some information on sponsored research and journal publication is available.

One measure of the University's research activities is the amount of external funds granted for research.[16] These funds have increased in total dollars in recent years, while the number of proposals submitted has remained at between 430-500 each year since 1979. The number of proposals accepted per year has ranged from 218 to 371 in recent years, with no correlation between the total amount of money awarded and the number of proposals accepted. Approximately 220-280 faculty per year write these proposals, many writing more than one. If there is a trend in the University's sponsored research, it is that more money is being awarded for the same or fewer accepted proposals.

Awards to the College of Agriculture jumped from $1,000,000 in 1981-82 to over $6,000,000 in 1982-83, accounting for most of the increase in awards for the entire University. The College of Arts and Sciences is awarded approximately $5,000,000 a year. The College of Engineering has had varied success, ranging from $2,000,000 to over $3,000,000 a year. The only other college that steadily brings in awards is Commerce and Industry, which receives $1,000,000 to $2,000,000 a year. All other colleges combined, including the Library, have averaged less than $1,000,000 a year in awards.

Another indicator of research activity at the University is the production of articles, letters, reviews, and other communications. A brief analysis of items published in the journals and monographs covered by the Institute for Scientific Information's citation indexes (results of which are reported in Appendix II-I) shows that from 1976 to 1983, general production of literature that is ascribed to the University grew a moderate 3.7 percent per year. The scientific disciplines at the University produce considerably more publications than the humanities and social sciences combined, but their proportion of the whole is dropping (from 73.4 percent in 1976 to 68 percent in 1983). The average annual rate of increase in University scientific literature is 2.4 percent, significantly below general scientific literature growth. The fastest growing disciplines at the University are the social sciences, with an annual growth rate of 9.4 percent, significantly above the general social science literature growth rate. The social sciences have the second largest production, ranging from 18 percent in 1976 to 23.8 percent of the total in 1983. The smallest production is from the humanities, ranging from 8.6 percent in 1976 to 8.3 percent of the University total in 1983. This figure is not surprising, given the humanities' general reliance upon monographic literature, but is significantly below the growth in general humanities literature. A detailed analysis of this data would be useful to determine the distribution of literature production by types and by different departments.

Departmental Survey

In order to assess departmental perceptions of the Library, and to identify their needs for Library support, the CAP Study Team surveyed department heads and deans in March 1984. A copy of this survey and a table of the results are included in Appendices II-J and K. Out of 62 surveys sent out, 50 were returned for an 81 percent response rate.

Overall responses indicated little expected change in research, instructional programs, or number of faculty in the near future.

Responses in the section rating Library instructional and research support ranged from 9.5 to 1. Possible responses ranged from 10 (entirely adequate) to 1 (entirely inadequate). The overall average was 7.06 for instructional support and 6.4 for research support. Interestingly, four departments rated the Library higher in research than in instructional support.

Looking at the composite college ratings, Engineering gave the Library the highest marks, 7.5 in instruction and 7.1 in research. The lowest ratings came from Health Sciences (a 6.33 in instruction) and Commerce and Industry (a 5.38 in research). This latter figure was the only college average rating that fell below a six.

Department ratings varied over a wider range than the colleges, from Botany's 9.5 rating in both areas to 2 in both areas from Accounting. Physics/Astronomy rated the Library 1 in instructional support because we lack basic textbooks.

In general, the ratings indicated that the Library is perceived as providing better than adequate support in both areas. Out of 94 responses, 79 (84 percent) fell into the 3 point range from 5 to 8. It is not possible to determine if the departments have seen improvement in Library collections since the budget increase because comparable surveys from previous years do not exist.

Library Mechanisms for Keeping Up-to-Date

The Library has a number of formal and informal mechanisms for obtaining information on University activities. A number of these mechanisms are based on Library staff members' assigned job responsibilities. The Director of Libraries serves as a member of the Deans

Council, as an ex officio member of the Faculty Senate's Library Committee (a useful forum for communication) and the Graduate School Committee, and meets regularly with the Vice President for Academic Affairs. A member of the Library's Administrative Council regularly serves on the Faculty Senate's Academic Planning Committee, and the Collection Development Officer has served for years as an ex officio member of the Course Committee, a subcommittee of the Academic Planning Committee. Additionally, Library faculty members are encouraged to serve on a variety of campus committees and the Faculty Senate.

The Library created a new Head of Extension and Special Services position in 1983 to work with the UW-Casper Library, community college and public libraries that support off-campus programs, and on-campus agencies responsible for providing extension services.

Informal contacts between Library staff members and teaching faculty have always existed. In an attempt to improve the flow of information between the Library and the academic departments, this pattern has begun to be formalized through the inauguration in late 1983 (early 1984 in Coe) of the subject bibliographer program. While still in its infancy, the program should produce regular contact with the academic departments in the future. The Library's public service areas, particularly the Reference and Interlibrary Loan units, constitute valuable means for picking up useful bits of intelligence. Obviously, a great deal of important information about University programs is gained through this variety of mechanisms. However, the process of transferring this information to those who need it within the Library is poorly developed.

Legislative Developments

The best representation of the political influences affecting the University Library is found in the activities of the federal and state legislatures. We will examine each of these in turn for significant impacts on collection development and resource sharing.

Federal Legislation

Activities at the federal level have had substantial impact on the University Library in a limited number of areas.

Federal support for basic research has been steadily dropping through several administrations. This has made it more difficult for the University to increase its research commitment, which is an emphasis of the current University administration. In spite of this, the University has made major increases in the amount of sponsored research. Unfortunately, the Library has not received any of the grant or contract overhead to fund information support for research projects, except for the contract with the Department of Energy to provide library service for the Western Research Institute (formerly Laramie Energy Technology Center).

Federal funding for libraries has been steadily decreasing. The present administration has attempted several times to eliminate all federal library programs. The Library has regularly applied for and received the College Library Resources grants (Title IIA of the Higher Education Act). The amount of these grants has declined substantially;

the 1982 award was a mere $840. These funds were important in the development of the University of Wyoming-Casper Library in the past, but have ceased being a significant factor. Title II-A was not funded this year. The Health Sciences Information Network (HSIN) is the only major current program supported by grants.

Postal rates had a major impact on the price of materials purchased by libraries, particularly during the inflationary 1970s. Postal rates also affected interlibrary loan and programs to support off-campus programs. Future increases will probably have similar consequences. Concern over another round of postal rate increases in 1982 was answered by a slight reduction in library rates, but such progress cannot be expected to last very long.

Federal control of telecommunications costs, particularly telephone lines, is a major current concern. If rates increase the expected 73 percent, this will substantially increase the costs of most resource sharing programs (particularly OCLC and electronic mail).[17] It would also affect tentative plans of publishers to publish some materials electronically. Efforts to get a special exemption for libraries have only succeeded in delaying implementation of the rate increases. Some rise in telecommunications charges is expected in the coming year, and possibly more in succeeding years.

The Library has been a selective depository of the Superintendent of Documents since 1907. The federal documents collection has reached substantial size (723,311 items in paper; 160,260 in microfiche) and constitutes a major Library resource. Current trends include issuing most documents in microfiche rather than paper, renewed efforts to reduce the scope of federal publishing (several major series have been transferred to commercial publishers), and merging separate depository systems, such as bringing distribution of the U.S. Geological Survey maps under Superintendent of Documents control. An ad hoc committee appointed by the congressional Joint Committee on Printing is currently studying the issue of depository library access to federal machine-readable databases, and is likely to recommend that such access be provided.

Another piece of federal legislation that has had some impact on the Library is the Copyright Revision Act of 1976. This law has affected several areas of Library operation, but none greater than interlibrary loan. The law has made a number of library photocopying situations easier; others are more difficult, such as the law's refusal to allow copying of two articles in the same periodical issue. The guidelines produced by the National Commission on New Technological Uses of Copyrighted Works (CONTU) try to define the limits of acceptable photocopying of periodical issues published within the last five years. The consequences of the guidelines were an increase in interlibrary loan recordkeeping, a need to consider possible subscription to titles approaching the maximum permissible copying, and increased use of document suppliers which collect copyright royalties as part of their fees (thus increasing unit cost of borrowed materials). In 1983, the Register of Copyrights reported to Congress on the first five years under the new law. If Congress acts favorably on the Register's recommendations, copyright law would require increased payments to copyright holders at the expense of libraries or their patrons, as well as increased recordkeeping.

State Legislation

The impact of activities of the Wyoming Legislature is considerably more immediate than that of Congress. Many major improvements in the condition of the Library are largely determined in Cheyenne.

Perhaps the most important impact of the State Legislature was the endorsement of the expanded acquisitions budget in 1982. A doubling of the rate of acquisition allowed the Library to make significant strides to improve support for teaching and research and at the same time improve the Library's ability to serve as a state resource. When the acquisitions budget was increased, the Library Technical Services staff was not correspondingly increased, thus creating a growing processing backlog, which hampers patron access to some materials. There was some concern about whether the 1984 Legislature would continue to support this new, higher acquisitions budget, but through the combined efforts of University administrators and the Legislature, the acquisitions budget (including an inflationary increase) survived. It is hard to predict the future of legislative action, but a precedent of continuing support for the increased acquisitions budget has been set.

In the late 1970s, the Legislature decided to support the development of a statewide interlibrary loan circulation system. Initially, Cincinnati Electronics (CE) was awarded the contract to develop a system in which all the academic libraries, most of the public libraries, and the State Library would share a common bibliographic database. The state was compelled to void the CE contract in 1983 and seek a new vendor to implement the system. It is significant, however, that the Legislature approved the continuation of the project. Geac was selected to supply and start up the system for Phase I and II libraries, including the University Library, by late 1984. The common database and the electronic mail subsystem should substantially improve resource sharing in the state.

Another issue of concern is a law passed in 1941 which states that copies of all documents produced by state funds must be provided to the Library (Wyo. Stat. Ann. 9-1-110). This is observed by only a few state agencies and, even then, not very regularly. Consequently, the Library holdings of state publications are very incomplete and effort must be expended to identify missing documents and to try to obtain copies. Strengthening of the law would be of considerable value to the Library, but the likelihood of that is uncertain.

Technological Innovations

The Library is a latecomer to the world of library automation. The Acquisitions Department developed the punched-card Library Accounting Record System (LARS) in 1974; it is still in use today. In 1978, the Library began to make up for lost time. The initial automation activities were merely intended to replace time-consuming manual processes. Somewhere along the way the new capabilities of technology raised expectations of what was possible.

The Online Computer Library Center (OCLC) cataloging system was originally designed to reduce original cataloging by sharing MARC (a standard bibliographic record produced by the Library of Congress) and other libraries' records. Because the records showed which libraries owned an item, interlibrary loan operations soon used the system as a location source. By the time the Library started using OCLC in 1978, there was also a sophisticated interlibrary loan subsystem which combined the holdings information from the database with electronic mail. It soon became routine practice for Acquisitions staff to verify orders on OCLC, and Collection Development staff also made occasional use of the system. OCLC records are a basic part of the state computer-output microfiche (COM) catalog and the developing circulation database. OCLC has developed an acquisitions subsystem which, while not used by the Library, generated the Name-Address File which currently holds participating libraries' interlibrary loan policy statements. The serials control system has enabled nonparticipants, such as the University, to search participants' serial holdings.

The existence of machine-readable bibliographic records has made the development of the statewide interlibrary loan circulation system easier. After a false start with Cincinnati Electronics, the Geac system should be implemented in late 1984. The shared database will make it easier for participating libraries to locate needed materials, and the electronic mail system should improve interlibrary loan turnaround times. Some other capabilities of the system include compilation of detailed circulation data useful for making decisions about ordering duplicate copies and for measuring general use of specific parts of the collection. The efforts expended to convert as many bibliographic records as possible into machine-readable form raise the possibility of a replacement for the card catalog, such as a COM catalog or even an online catalog, which would change Acquisitions and Collection Development procedures substantially.

The establishment of the Bibliographic Database Service (BDS) in 1978 was initially seen as merely a time-saving research aid. Soon the computer databases were recognized as useful in verifying difficult interlibrary loan citations by saving substantial amounts of manual searching. Increased numbers of BDS searches produced substantial increases in interlibrary loan requests. The development of electronic document suppliers by the database vendors provided useful alternatives to acquiring materials unavailable elsewhere or for which the Library needed to pay copyright royalties. Most of the major suppliers are now accessible through OCLC as well. The database vendors have also been adding traditional reference sources, such as statistics or directories, including Books in Print, which make the services more attractive for routine work in Acquisitions and Reference. The availability of a number of specialized services has produced inquiries from academic departments about the possibility of using their book allocations to pay for search costs and to purchase datatapes.

Other automation efforts should be mentioned at least briefly. Our participation in the Inter-Mountain Union List of Serials (IMULS) led to production of a microfiche list of the Library's serials which is useful in establishing free photocopying agreements with other libraries. HSIN's participation in the PHILSOM union listing project is leading to the production of a state-wide medical union list of serials. Both Interlibrary Loan and HSIN have implemented the Octanet electronic mail system for ordering medical articles, as well as OnTyme II electronic mail as a replacement for teletype service. Finally, while greatly improving periodical check-in, the Faxon LINX system allows subject specialists to search the Faxon serials database and may be useful in interlibrary loan in the future as more LINX users allow other libraries to search their holdings.

All of these automation efforts have not been entirely positive. Many represent a heavy drain on the Technical Services Division (already falling behind in the race to process the greatly increased acquisitions), as well as the public service departments. Nationally accessible listings of UW Library holdings in OCLC and other databases have resulted in increased interlibrary loan requests from other libraries. Database searches generate additional requests for fugitive Wyoming literature which the Library is expected to own. The multiplicity of systems being developed probably will not be entirely compatible and, in the short run, may make the use of basic files more difficult for Library patrons and staff alike. Finally, the desired staff savings have seldom materialized, primarily because the automated systems enable the Library to offer new services and manipulate information in ways which are not possible with manual systems.

Interinstitutional Cooperative Trends

Outside of a state fiction cooperative (UW is responsible for collecting Western fiction), the University Library's primary focus in cooperation has been interlibrary loan and union listing activities.

The Library is in the interesting position of being the major in-state resource while, at the same time, relying heavily on out-of-state libraries due to historically inadequate collections.

Interlibrary loan is very difficult to accomplish without accurate knowledge of a library's holdings. Consequently, the Library has participted in union listing projects, both in-state (for example, the Wyoming Union List of Periodicals and the Wyoming COM Catalog) and multi-state (such as OCLC, IMULS, and PHILSOM).

A major obstacle facing interlibrary loan is rapidly rising fees for photocopies and loans. Since the Library has traditionally subsidized borrowing for its patrons from funds produced by loaning to other libraries, several efforts have been made to reduce costs for the Library and other libraries. The Library has sought out bilateral agreements which reduce or eliminate interlibrary loan costs as well as permit borrowing of frequently restricted materials, such as dissertations. The Library has also taken an active role in the development of state and regional interlibrary loan codes which reduce costs. The average cost of borrowing and cost paid by out patrons, however, continue to rise.

In an effort to improve delivery speed from Colorado libraries, the Library has joined the High Plains Library System (HPLS) courier, which connects with two other courier systems down the Front Range. Aside from days when weather prevents the van's arrival, service has been fast and is also being used by Audio-Visual Services and several other campus units. These contacts with Colorado libraries have led to the Library's participation in Colorado interlibrary loan meetings.

The Library has been a member of the Center for Research Libraries (CRL) for some years in order to obtain materials which are not easily available elsewhere. As membership fees have risen and borrowing of CRL materials has fallen, the Library indicated its intention to drop its membership in 1983. While that plan was not carried out, the existence and utilization of the CRL membership should be addressed during the CAP Task Force phase.

A final trend is that interlibrary loan is becoming increasingly dependent upon automated systems. More than 90 percent of all requests are sent on OCLC, OnTyme II electronic mail, or Octanet. Perhaps the most ambitious project is the current plan to automate interlibrary loan recordkeeping. Finally, the implementation of the statewide interlibrary loan circulation system in late 1984 should produce a major improvement in delivery times.

IMPACT OF ENVIRONMENTAL FORCES ON THE COLLECTION

The purpose of this chapter is not merely to identify the environmental forces affecting the Library's collections, but to also analyze the consequences and the interplay of those forces.

Past and Probable Future Impacts of Environmental Pressures

With the rare exception of major technological breakthroughs or catastropic events, the extension of past trends has been the most successful way to predict the future. This method, however, loses accuracy in direct proportion to the amount of time covered by the prediction. Therefore, the probable future impacts described below will extend only through mid-1988, or the next two biennia. Even within this time frame, confidence is higher for the first two years than for the following two years.

It is highly likely that the trend of increased publishing output will continue. Publishing increased even during the recent recession and now many libraries are again receiving budget increases. The other side of the coin is that, unfortunately, library material prices will also continue to increase and will probably maintain a rate at least one to two percent more than the Consumer Price Index or the Higher Education Price Index. If the Library is able to maintain inflationary increases in the materials budget which approximate the rising cost of materials, and if other costs do not grow disproportionately, the Library will be able to maintain close to the present 40,000 volume annual acquisition rate and may even reach the significant one millionth volume sometime in the academic year of 1989-90. If the Library is given a budgetary increase exceeding the inflationary increase and the Technical Services division can sustain the strain, the millionth volume would be reached earlier. If the Library is not able to maintain the 40,000 a year rate, either because of erosion of the budget's purchasing power or actual dollar reductions in the acquisitions budget, then the millionth volume would wait for the next decade. All this discussion about the millionth volume presumes no substantial weeding of the collection. Finally, unless the Library is able to maintain budget increases keeping pace with the increases in publishing output, all of the scenarios discussed above will have the Library purchasing an ever-diminishing proportion of available material which will require greater selectivity in purchases and heavier reliance upon resource sharing.

A joker in the consideration of publishing output is the continuation of publisher experimentation with alternate information formats. Current experimentation is a reaction to the environmental influences affecting publishers, such as paper and postage costs. Since these factors should not disappear in the immediate future, the Library can expect requests to acquire videodiscs and other formats simply because there may be no other way to obtain specific publications. This is not to say that the Library's stock in trade will not remain traditional print materials: it will. Even with selective purchasing, alternative formats will probably be expensive to process, to house, and to use. Since there will probably be no widely accepted standards initially for these formats, equipment funds or other resources may be wasted. If the Library remains bound to the types of materials purchased today, University patrons will have to go elsewhere to meet that portion of their informational needs. If the Library tries to purchase needed alternative formats, this would come at the expense of traditional materials.

Based on the current slowdown in the Wyoming economy and the rather conservative tendency of the State Legislature, the Library budget should show little growth over the next two biennia. There is a great deal of confidence in this projection, particularly for the next biennium, since those figures are already known. Barring some unexpected state windfall or a suddenly successful fundraising drive, there will be little change. There is a hope that there may be a renewed drive to improve Library funding in the following biennium, but the Library will have to compete with other legitimate needs of the University. Our recent experience with increases in the acquisitions budget without commensurate increases in processing staff mitigate against optimism. While the previous discussion has emphasized the acquisitions budget, the same no-growth situation will probably pertain to the personnel and equipment budgets. The most optimistic projection is for one or two new Library positions. More likely will be an effort to increase present University staff salaries after the two years of very small increases. This means staff for new or expanded collection development activities will have to come largely from internal reallocations. If, in fact, the University designates a new number one priority for the next biennium, the Library would be hard pressed to maintain the gains already obtained.

As for the University itself, it is expected that enrollment will grow slowly until the late 1990s. Presently, members of the University administration are concerned that on-campus enrollment may experience a short-term drop and, if the decline is not made up by off-campus enrollment, this would put the University in a bad bargaining position for the next budget session of the Legislature. Off-campus enrollment will probably continue to grow, which will produce demands for more than the present Library support. If the acquisitions budget loses sufficient purchasing power, competition between on-campus and off-campus needs may surface, with the likely result that no one would be satisfied. It is also expected that the present mix of graduate-to-undergraduate enrollment (approximately 16 percent) should continue. If this occurs, and the acquisitions budget loses purchasing power, maintaining the present spending patterns will be difficult. The University is in the awkward position that if the state economy does not expand much, maintaining present programs will be difficult. If the state economy returns to a boom, there could be a return of the demands for additional baccaulaureate institutions in the state, which, if successful, would substantially affect enrollment as well as state funding of the University. Slow growth in the state economy is the more likely occurrence, at least through the next two biennia.

The expected slow growth in both enrollment and state support for the University will have a dampening effect upon new program development on campus. There has already been a reduction of new course proposals and no major new programs are being actively developed. Changing emphases will of course occur, hastened by this year's larger than normal turnover in the faculty, but predicting them on available data is risky. Currently growing programs, mainly professional and vocational, such as those in Commerce and Industry or Engineering, will probably continue to expand at least for the short run. Stable programs, such as Agriculture or Education, will probably remain so, and declining programs, such as those in the humanities, will probably continue to decline. These trends should prove significant as the Library continues to try to support the programs of the University.

The current emphasis on faculty research will no doubt continue regardless of possible changes in University administration. The pressures for increased research support already felt by the Library should intensify. The increasingly specialized nature of current research would rapidly exhaust even the enlarged Library budget if all research were to be supported. Collection Development priorities, procedures, and increased resource sharing will be necessary to meet the research challenge.

The relatively static condition of the state's revenues for the near future will probably prevent any new state initiatives affecting the Library beyond the statewide circulation system. Major automation projects may be possible, but are probable only if funded by non-state funds, such as the Centennial Campaign. On the other hand, the Legislature will not be dormant for the next four years. It is expected that it will continue to scrutinize closely University activities and may indicate areas for improvement or change.

It is not likely that there will be substantial change at the federal level either. Regardless of the outcome of the November elections, the size of the federal deficit will have to be addressed. Library programs are especially vulnerable. Congress, following its pattern of cautious changes in copyright, will probably not act on the Register of Copyrights' recommendations at least during the next four years. Increases in postal and telecommunication rates will probably go into effect and the Library will have to adjust. The federal library impetus may already be lost and librarianship will have to depend largely upon local or regional initiatives.

The local automation push should continue provided that funding can be secured. The two most likely projects to be started in the next four years are online catalog and automated acquisitions systems.

Carefully planned, these systems should be compatible with each other and enable improved processes and data for collection development. Staff savings from automation will probably still be illusory in the short run. Thus the effort to automate should continue to compete for limited staff time with other high priority tasks, such as collection development, and there is a possiblility that service to Library patrons may suffer as a consequence.

As has been mentioned several times earlier, resource sharing should receive greater emphasis in the future. Except for materials that may be loaned among libraries, the current coyright law will prevent cooperative acquisition programs which rely on photocopying. Interlibrary loan should remain the primary method of resource sharing for the near future. Increased use of interlibrary loan should lead to experimentation with document delivery systems, both those that exist today and those under development (such as telefacsimile). Efforts to make interlibrary loan self-supporting may come no closer to fruition than they already have. Two options exist to deal with the increased costs of interlibrary loan: increase patron fees or increase support from the acquisitions budget. Since the Library currently subsidizes most costs of patron borrowing, to significantly increase patron charges at a time of steady-state or even declining purchases of research materials could produce adverse political consequences. Demand for interlibrary loan services, from both University patrons and other libraries, is likely to grow, which should reinforce the need for additional automation efforts beyond those contemplated presently.

It is interesting to note that an independent study undertaken for the Director of Libraries confirms almost all economic projections and trends presented in this section.[18]

Library Responses to Environment Changes

Perhaps the most significant efforts of the Library have been in response to increasing publishing output and prices. In the late 1970s, uncontrolled growth in serials subscriptions was identified as the primary threat to the acquisitions budget and several steps were taken to reduce this threat. The Collection Development Committee was established to scrutinize carefully requests for additional serials and, in the process, to slow down the addition of new subscriptions. To make this change more acceptable to the academic departments, serials were transferred from departmental allocations to an internal library account. The Committee also carried out some selective weeding of the serials list. Continuing demand for serials and other materials supported the sucessful effort to substantially increase the acquisitions budget. In terms of the continuing increases in publishing output, the Library has been very deliberate in increasing the serials budget and has maintained the serials review process of the Collection Development Committee. Also, the Acquisitions Department tries to deposit funds to pay for serials as early in the fiscal year as possible in order to get the best discount. Finally, concern that book selection mechanisms were inadequate led to establishment of the B/NA subject profile and ABC publisher-based approval plans. The approval plans are also generating management data to enable planning for future costs.

In terms of new or different information formats, processing backlogs have led to placing nontraditional formats last on the priority list. Consequently this material goes into storage. The Library is currently not purchasing several types of audiovisual materials.

While planning is still underway to cope with the anticipated steady-state budget, the following responses seem likely. In dealing with a slow- or no-growth acquisitions budget, most departmental allocations will probably be reduced to support increased approval and serial allocations. The inauguration of the subject bibliographer program will hopefully help departments spend their allocations better. In dealing with the personnel budget, vacant positions are being considered for the addition of a collection development component and all Library departments will have to cease or slow down some low priority activities.

The Library has set up a new program to work with off-campus faculty and students using an uncataloged collection of materials that is shuttled about the state. The Library also provides a loan and photocopy service in direct response to individual students' needs via an in-coming WATS line. The Library is attempting to monitor academic program developments through participation in University committees where such matters would be discussed. It is hoped that the subject bibliographer program will allow regular contacts with the teaching departments in the future.

The Library has attempted to be responsive, within its means, to the needs of campus research. Much material of great importance to researchers, but limited general use, has been purchased on the recommendation of faculty. Criteria for aiding subject bibliographers in deciding the relative priority of research material in comparison to other needs still do not exist, at least in a written form.

The Library has not relied heavily upon federal grants and thus will not be greatly affected by a substantial reduction or even the total elimination of them. At the same time, these sources represent a possible way to expand on the resources provided to the Library.

In the immediate past, several efforts have been made to increase the efficiency of the Interlibrary Loan operations. These include changes in management structure and implementation of various automation efforts. Presently, interlibrary loan is developing an automated recordkeeping system using a micro-computer, and planning to change to the new OCLC terminals to take advantage of the microenhancer software. Efforts to reduce expenses of Interlibrary Loan have already been mentioned.

Possible Responses to Environmental Pressures

This section of tentative recommendations outlines informational and organizational recommendations to improve the Library's relationship to its environment. Each will be discussed separately.

Informational Recommendations

In order to improve the data gathering processes, the Study Team's analysis up to this point indicates several tentative recommendations relating to information needs:

1. Collect and distribute circulation and interlibrary loan data to the various subject bibliographers.

2. Maintain and increase contacts with departmental liaisons, department chairs, and/or college deans to ascertain changes in programs or research projects during the Task Force phase of this project and regularly thereafter.

3. Produce and distribute increased interlibrary loan data to manage the unit more effectively.

4. Develop some central listing or bibliography of faculty and graduate research and publication in order to obtain information about current research interests.

5. Examine the flow of information within the collection development area, particularly the informational needs of subject bibliographers.

6. Obtain and analyze the departmental reviews (specifically those sections dealing with Library support) that have been and are continuing to be prepared for the Vice President for Academic Affairs.

Organizational Requirements

The structure of the collection development program appears from a preliminary analysis to need some improvement. Tentative recommendations relating to the organizational response to the environment include the following:

1. Assign staff members to collect information on publishing trends, legislative efforts, technological innovations, and cooperative efforts, and share this intelligence with subject bibliographers.

2. Provide sufficient time to carry out the subject bibliographer tasks when those are in final form, particularly the liaison responsibilities.

3. Investigate increased grant-seeking and other fundraising activities, including appointment of an external funding coordinator.

4. Analyze potential automation projects routinely for their direct and indirect effects on collection development activities.

5. Assign a staff member to be responsible primarily for overseeing the acquisition of Wyomingana.

6. Study the mix of serials, monographs, microform, and other information formats.

7. Develop policies on what types of materials or information services may be purchased from acquisitions funds, particularly database searches and audiovisual materials.

8. Study the CRL membership and recommend a future course of action.

APPENDIX II - A

AVERAGE MATERIAL PRICES AND PRICE INDEXES, 1977-1983

(Raw Data of Prices in Dollars)

CATEGORY	1977	1978	1979	1980	1981	1982	1983	AVERAGE % INCREASE
Cons. Price Index	181.5	195.4	217.4	246.8	272.4	289.1	305.2	
% Increase	-	7.7	11.3	13.5	10.4	6.1	5.6	9.1
Index	100.1	107.7	119.9	136.1	150.3	159.5	168.4	11.4
Higher Education Price Index	188.7	201.3	216.9	238.3	263.8	299.9		
% Increase	-	6.7	7.7	9.9	10.7	9.9		9.0
	100.0	106.7	114.9	126.3	139.8	153.6		8.9
Brown & Phillips Ave. Per. Price	$ 24.59	27.58	30.37	34.54	39.13	44.80	50.23	
% Increase	-	12.2	10.1	13.7	13.3	14.5	12.1	12.7
Index	100.0	112.2	123.5	140.4	159.1	182.2	204.2	17.4
Faxon Ave. Per. Price (C&UL)	$ 41.85	45.14	50.11	57.23	67.81	73.89	78.04	
% Increase	-	7.9	11.0	14.2	18.5	9.0	5.6	11.0
Index	100.0	107.9	119.8	136.8	162.1	176.7	186.6	14.4
Brown & Phillips Ave. Ser. Price	$142.27	153.95	171.06	194.21	219.75	244.52	274.72	
% Increase	-	8.2	11.1	13.5	13.2	11.3	12.4	11.6
Index	100.0	108.2	120.2	136.4	154.4	171.8	193.1	15.5
Ave. Amer. Book Price (PW)	$ 19.22	19.30	23.94	24.64	26.63	30.34	30.84	
% Increase	-	.4	24.1	2.8	8.1	13.9	1.6	8.5
Index	100.0	100.4	124.6	128.1	138.5	157.8	160.3	10.0
Ave. Microfilm Price /Image	-	$ .083 6	-	-	.099 8	.106 7	.1100	
% Increase	-	6.1	-	-	9.7	6.9	3.1	6.5
Index	100.0	106.1	-	-	116.4	124.4	128.3	4.7
Ave. Color Film Price	$308.85	350.42	328.24	279.09	343.79	432.35	432.87	
% Increase	-	13.5	-6.3	-.15. 0	23.2	25.8	-2.0	6.5
Index	100.0	113.5	106.3	90.4	111.4	140.1	137.3	6.2

SOURCES: Consumer Price Index from CPI Detailed Report, (March 1984), p. 8; Higher Education Price Index from Statistical Abstract of the United States, 1984, Washington, D.C.: U.S. Bureau of the Census, 1983, p. 165. Periodical and serial prices from Norman B. Brown & Jane Phillips, "Price Indexes for 1983," Library Journal 108 (September 1, 1983): 1659. Faxon periodical prices from Rebecca T. Lenzini, "Periodical Prices 1981-83 Update", Serials Librarian 8 (Winter 1983): 107-117. Microfilm, book, and film prices from "Prices of U.S. and Foreign Published Materials," published annually in the Bowker Annual, New York: Bowker. Index figures based on current 1977 prices.

APPENDIX II - B

WYOMING BUDGET COMPARISONS, 1976-1984

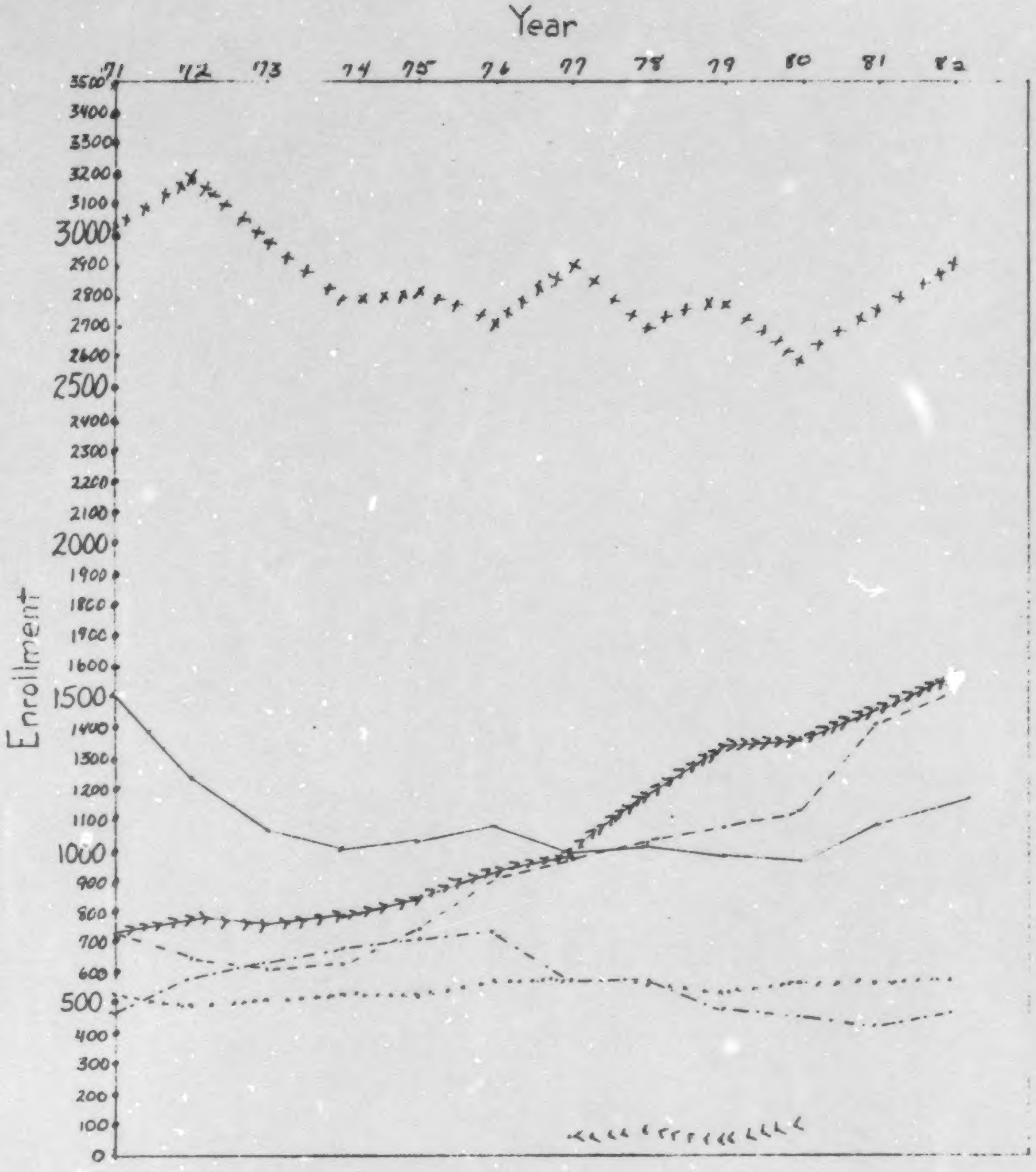
(Raw Data in Millions of Dollars)

CATEGORY	1976	1977	1978	1979	1980	1981	1982	1983	1984	% INCREASE
General Fund Revenue	$112.0	131.6	159.0	195.9	225.0	269.3	362.7	370.1		32.9
% Increase	-	17.0	21.0	23.0	15.0	20.0	35.0	2.0		
General Fund Expenditures	$117.0	116.9	152.2	162.1	204.3	315.2	300.0	348.8		28.3
% Increase	-	0.0	30.0	7.0	26.0	54.0	-5.0	16.0		
University Appropriations	$ 24.9	28.2	31.9	34.4	44.2	76.1	80.9	73.6		27.9
% Increase	-	13.3	13.1	1.8	28.5	72.2	6.3	-9.0		
%General Fund Expend.	21.3	24.1	21.0	21.2	21.6	24.1	27.0	21.1		
University Revenue	$ 7.9	10.8	10.8	13.3	19.1	21.2	22.7	29.1		38.3
Total University Budget	$ 32.8	39.0	42.7	47.7	63.3	97.3	103.6	102.7		30.4
Library's Budget		$ 1.3	1.4	1.6	1.8	2.2	2.5	4.2	4.5	35.51
% Increase		-	7.7	14.3	12.5	22.2	13.6	68.0	7.1	
% University Budget		3.3	3.3	3.4	2.8	2.3	2.4	4.1		

SOURCES: Wyoming State Auditor, Annual Reports, Cheyenne, 1977-1983; University of Wyoming, Budget Index, Laramie, 1980-1984.

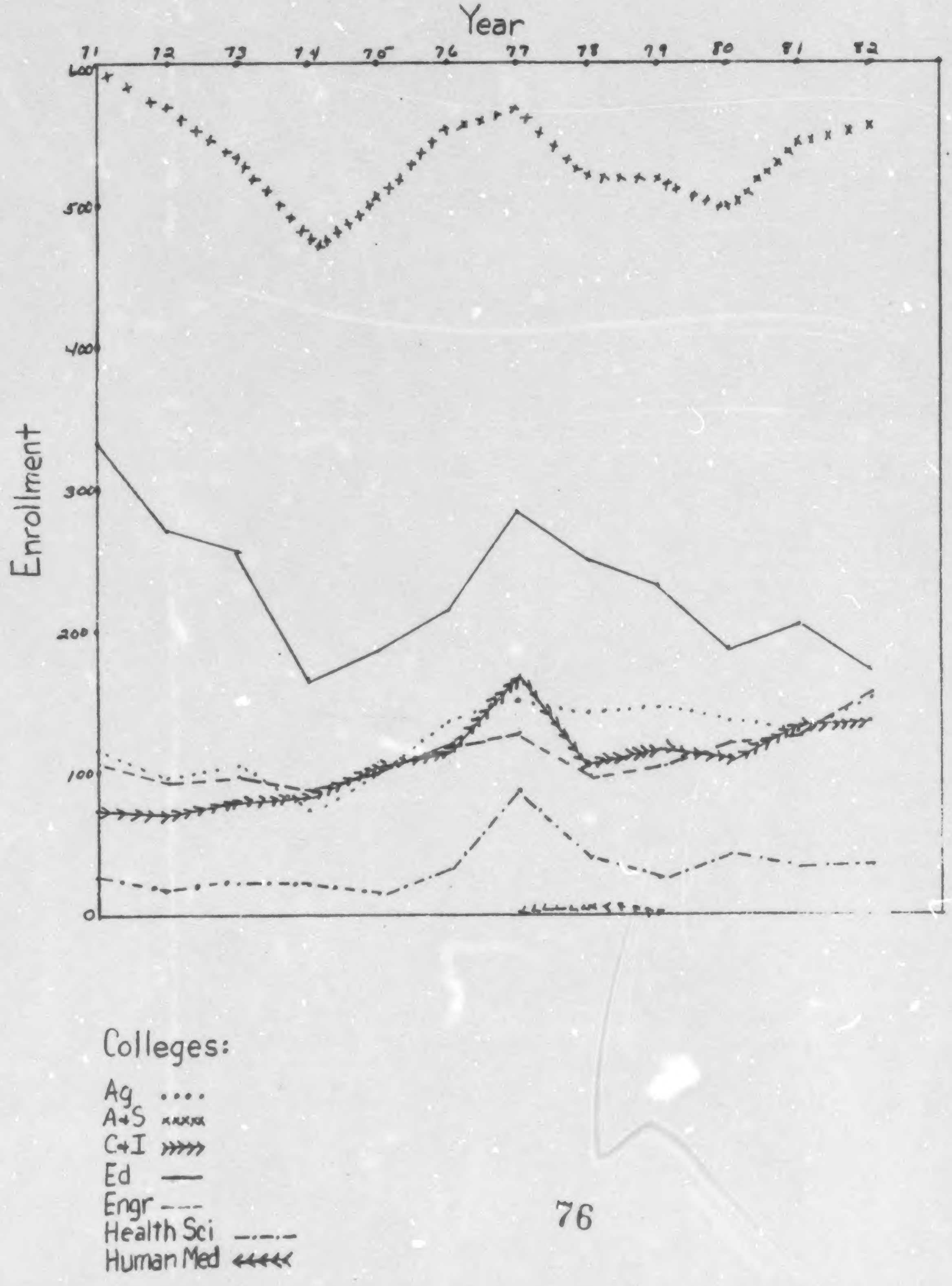
APPENDIX II - C

Undergraduate Enrollment - Fall Semester



APPENDIX II - D

Graduate Enrollment - Fall Semester



APPENDIX II - E

ENROLLMENT BY COLLEGE - FALL SEMESTER

	1971			1982		
	Undergrad	Grad	Total	Undergrad	Grad	Total
Agriculture	528	117	645	591	151	742
Arts and Sciences	3033	601	3634	2906	559	3465
Commerce and Industry	742	75	817	1590	137	1727
Education	1510	332	1842	1165	172	1337
Engineering	732	109	841	1526	155	1681
Health Science	473	29	502	465	43	508
Undeclared	40	1	41	23	461	484
Law	-	224	224	-	209	209
Extended Studies C & I	-	-	-	42	15	57
TOTAL	7019	1527	8546	8308	1902	10,210

APPENDIX II - F - 1

UNIVERSITY OF WYOMING INSTRUCTIONAL PROGRAMS, 1971,1983

College/ Department (Division)	Major	Degrees Offered		Faculty		No. of Students Fall Semester				Significant Change by Department
		* 71/72	82/83	71/72	82/83	Undergraduate 1971/72	Graduate 1971/72	Undergraduate 1982/83	Graduate 1982/83	
AGRICULTURE										
GENERAL										
	General	BS	BS			25		34	2	Similar--
	Ag Comm	BS	BS			3		8		no faculty
	Ag Extension	MS	MS						2	
	Voc Ag	BS	BS			16		6		
Division Total						44		48	4	
AGRICULTURAL ECONOMICS		MS	MS	12	13		11		11	Undergraduate
	Ag Bus	BS	BS			37		82		increased by
	Farm & Ranch Mang	BS	BS			40		48		44% grad.
	International Ag	BS	BS			2		5		stayed same
	Prof. Ag Econ	BS	BS			2		10		Fac. increased
Division Total						81		145		
ACRIGULTURAL ENGINEERING		MS	MS							Ag engineering
	Ag Mechanization	BS	BS			7		2		now listed in
	Water Resources		MS						7	College of
Division Total						7		2	7	Engineering
ANIMAL SCIENCE		BS,MS,PhD	BS,MS, PhD	22	21	77	18	68	23	not much
	Animal Husbandry						7			change in
	Food Science	BS,MS	BS,MS			5	3	9	10	students or
	Wool	MS,PhD	MS, PhD							faculty
Division Total						82	28	77	33	
BIOCHEMISTRY		BS,MS,PhD	BS,MS,PhD	11	10	14	11	24	14	
HOME ECONOMICS		BS,MS		11	11	61	6	3	2	Undergraduate
	Consumer & Family Ed		BS					29		declined by 35%.
	Dietetics	BS	BS			19		13		Graduate lower
	H.E. Communication	BS	BS			7		6		but very small
	H.E. Education	BS	BS			38		30		Faculty same
Division Total						125	6	81	2	

APPENDIX II - F - 1
UNIVERSITY OF WYOMING INSTRUCTIONAL PROGRAMS, 1971,1983
Page 2

College/ Department (Division)	Major	Degrees Offered 71/72	Degrees Offered 82/83	Faculty 71/72	Faculty 82/83	No. of Students Fall Semester Undergraduate 1971/72	No. of Students Fall Semester Graduate 1971/72	No. of Students Fall Semester Undergraduate 1982/83	No. of Students Fall Semester Graduate 1982/83	Significant Change by Department
MICROBIOLOGY/VET MEDICINE		MS	BS,MS	11	15	28	11	39	17	Undergraduate increased 15%. Graduate almost doubled. Faculty increased by 1/3 approx.
	Parasitology		MS						4	
	Pre-vet	BS	BS			62		65		
Division Total						90	11	104	21	
PLANT SCIENCE				28	28					
	Agronomy	MS,PhD	MS,PhD				7		21	Both graduate and undergraduate increased. Faculty remained the same.
	Crop Science	BS	BS			7	2	12	1	
	Entomology	BS,MS,PhD	BS,MS,PhD			4	16	4	14	
	Plant Pathology	MS,PhD	MS,PhD			4	3		2	
	Soil Science	BS	BS			2		5		
Division Total						17	28	21	38	
RANGE MANAGEMENT[1]		BS,MS,PhD	BS,MS,PhD		8	67	17	86	21	

[1] Administered by Plant Science in 71/71

*When more than one degree at the same level is offered, only one is shown on the table, indicating the level, but not the precise degrees.

APPENDIX II - F - 2

UNIVERSITY OF WYOMING INSTRUCTIONAL PROGRAMS, 1971,1983

College/ Department (Division) Major	Degrees Offered 71/72	Degrees Offered 82/83	Faculty 71/72	Faculty 82/83	No. of Students Fall Semester Undergraduate 1971/72	No. of Students Fall Semester Graduate 1971/72	No. of Students Fall Semester Undergraduate 1982/83	No. of Students Fall Semester Graduate 1982/83	Significant Change by Department
ARTS & SCIENCES									
ANTHROPOLOGY	BA,MA	BA,MA	6	6	50	13	43	14	
Linguistics		BA	-	-	-	-	20	-	
Department Total			6	6	50	13	63	14	
ART	BA,MA	BA,MA	7	8	139	33	81	14	substantial reduction in undergrad and grad enrollment
BOTANY	BS,MS,PhD	BS,MS,PhD	6	8	12	13	18	19	undergraduate enrollment half 1971; graduate increased
PreForestry	2yr prog.		-	-	24	-	-	-	
Department Total			6	8	36	13	18	19	
CHEMISTRY	BS,MS,PhD	BS,MS,PhD	19	13(+6 joint)	35	40	27	40	
COMMUNICATION[1]		BS,MA	-	9	-	-	82	19	
COMPUTER SCIENCE[2]	BS	BS,MS	-	9	12	-	234	17	new dept. extensive growth
Management Info.		BS	–	-	-	-	6	-	
Department Total				9	12		240	17	
ENGLISH	BA,MA	BS,MA	37	32	132	47	53	22	1982 program approx. ½ the size of 1971
English & Theatre Teaching		BA	-	-	-	-	8	-	
Department Total			37	32	132	47	61	22	
GEOGRAPHY	BA,MA	BA,MA	5	6	15	10	15	18	
Planning		MA	-	-	-	-	-	7	
			5	6	15	10	15	25	
GEOLOGY & GEOPHYSICS	BS,MS,PhD	BS,MS,PhD	17	18(+2joint)	96	45	269	101	program more than doubled
HISTORY	BA,MA,PhD	BA,MA,PhD	12	14	116	17	52	18	undergrad enrollment less than ½ of 1971

APPENDIX II - F - 2
UNIVERSITY OF WYOMING INSTRUCTIONAL PROGRAMS, 1971, 1983
Page 2

College/ Department (Division)	Major	Degrees Offered 71/72	Degrees Offered 82/83	Faculty 71/72	Faculty 82/83	No. of Students Fall Semester 1971/72 Undergraduate	No. of Students Fall Semester 1971/72 Graduate	No. of Students Fall Semester 1982/83 Undergraduate	No. of Students Fall Semester 1982/83 Graduate	Significant Change by Department
ARTS & SCIENCES (cont'd)										
JOURNALISM & TELECOMM				4	8	-	-	-	-	Both areas approx. twice as large.
	Broadcasting		BA	-	-	-	-	80	-	
	Journalism	BS,MS	BA			79	7	160	13	
	Department Total			4	8	79	7	240	13	
LANGUAGES				24	16	-	-	-	-	Enrollment declined Undergrad about 50% Graduate about 68%
	French	BA,MA	BA,MA	-	-	30	6	4	3	
	German	BA,MA	BA,MA	-	-	10	4	6	4	
	Spanish	BA,MA	BA,MA	-	-	38	9	13	6	
	Russian	BA	MA	-	-	5	2	0	-	
	Latin	BA,MA	MA	-	-	1	1	-	-	
	Department Total			24	16	84	22	27	13	
MATHEMATICS		BS,MS,PhD	BS,MS,PhD	26	28	87	32	34	23	Enrollment of Majors declined. Support courses increased
	Math-Stat		BS	-	-	-	-	2	-	
	Department Total			26	28	87	32	36	23	
MUSIC		BA,MA	BA,MA	11	16	35	8	39	10	
	Performance		BA,MA	-	-	-	-	35	7	
	Education	BA	BA	-	-	63	-	52	-	
	Applied	BA,MA		-	-	31	7	-	-	
	History		BA,MA	-	-	-	-	2	2	
	Department Total			11	16	129	15	128	19	
PHILOSOPHY		BA,MA	BA,MA	2	6	27	4	8	5	Undergrad enrollment less than 1/3 of 1971 Faculty grew 3 times
PHYSICS & ASTRONOMY										Undergraduate enrollment declined slightly. Grad by 64%
	Physics	BS,MS,PhD	BS,MS,PhD	23	21	43	89	22	32	
	Astronomy		BS	-	-	-	-	12	-	
	Department Total			23	21	43	89	34	32	
POLITICAL SCIENCE		BA,MA		11	14(+1joint)	126	23	87	6	Graduate enrollment declined about half
	Political Econ	BA		-	-	-	-	6	-	
	Public Admin		MA	-	-	-	-	-	9	
	Admin of Justice		BA	-	-	-	-	85	-	
	International Studies	BA,MA	BA,MA	-	-	50	4	-	-	
	Department Total			11	14	176	27	178	15	

APPENDIX II- F - 2
UNIVERSITY OF WYOMING INSTRUCTIONAL PROGRAMS, 1971,1983
Page 3

College/ Department (Division) Major	Degrees Offered 71/72	Degrees Offered 82/83	Faculty 71/72	Faculty 82/83	No. of Students Fall Semester 1971/72 Undergraduate	1971/72 Graduate	1982/83 Undergraduate	1982/83 Graduate	Significant Change by Department
PSYCHOLOGY	BS,MS,PhD	BS,MS,PhD	17	21	207	39	150	46	undergraduate enrollment declined by almost ¼
RECREATION & PARK ADMIN	BA,MA	BA,MA	2	3	103	10	70	8	declined by 1/3
SOCIAL WORK[4]	BSW	BSW	-	9	75	-	49	-	
SOCIOLOGY	BA,MA	BA,MA	8	9	116	19	18	7	Undergrad enrollment less than 1/5 of size in 1975. Grad less than ½
SPEECH & THEATRE	BA,MA		14	-	5	30	-	-	Dept. totally reorganized in 1973.
Speech			-	-	17	4	-	-	
Theatre			-	-	34	5	-	-	
Communication	BA,MA		-	-	15	2	-	-	
Broadcasting	BA,MA	BA	-	-	35	-	-	-	
Department Total			14	-	106	41	-		
THEATRE & DANCE				8					
Theatre	BA,MA	BA,MA			34	5	30	3	
Theatre & Dance		BA					9		
ZOOLOGY & PHYSIOLOGY	BS,MS,PhD	BS,MS,PhD	16	24	114	47	102	64	declined by approx. 1/3. Grad increased by approx. 1/6
Biology	BS,MS	BS	-	-	101	4	64	-	
Wiilflife Org.	BS	BS	-	-	176	3	78	-	
Department Total			16	24	391	54	244	64	
GENERAL			-	-	479	10	606	5	
INTERDISCIPLINARY									
American Studies	BA,MA	BA,MA	3	2	25	12	8	3	
Biological Science			-	-	12	-	-	-	
Economics			-	-	18	-	19	-	
Humanities & Fine Arts		BA	-	-	-	-	20	-	
Natural Sci & Math	MS	BS,MS	-	-	-	19	30	10	
Physical Sci			-	-	9	-	-	-	
Social Science	BA	BA	-	-	6	-	21	-	
Department Total			3	2	70	31	78	13	

[1] within Dept of Speech and Theatre in 1971/71
[2] Administered by Dept of Mathematics in 1971/72
[3] within Dept of Speech & Theatre in 1971/72
[4] Administered by Dept of Sociology in 1971/72

APPENDIX II - F - 3

UNIVERSITY OF WYOMING INSTRUCTIONAL PROGRAMS, 1971,1983

College/ Department (Division)	Major	Degrees Offered 71/72	Degrees Offered 82/83	Faculty 71/72	Faculty 82/83	No. of Students Fall Semester Undergraduate 1971/72	No. of Students Fall Semester Graduate 1971/72	No. of Students Fall Semester Undergraduate 1982/83	No. of Students Fall Semester Graduate 1982/83	Significant Change by Department
COMMERCE & INDUSTRY										
ACCOUNTING		BS,MS	BS,MS	7	13	188	11	461	5	More than doubled
	Mgt. Info. Sys.		BS	-	-	-	-	36	-	
	Department Total			7	13	188	11	497	5	
BUSINESS ADMINISTRATION		BS,MBA	BS,MBA	18	29	469	29	9	59	More than doubled--specialized degrees offered
	Bus. Management		BS	-	-	-	-	580	-	
	Finance		BS,MS	-	-	-	-	167	7	
	Indus. Management	BS	BS,MS	-	-	24	-	40	3	
	Marketing		BS,MS	-	-	-	-	114	2	
	Personnel Admin.		BS	-	-	-	-	59	-	
	Bus. Admin (Acct.)		BS	-	-	-	-	4	2	
	Mgt. Info. Sys.		BS	-	-	-	-	46	-	
	Small Business Manag.		BS	-	-	-	-	33	-	
	Department Total			18	29	493	29	1052	73	
ECONOMICS		BS,MS	BS,MS,PhD	14	14	43	16	22	26	Undergrad declined by almost 50% - Grad grew
STATISTICS		BS,MS	BS,MS,PhD	7	11	18	19	9	30	Undergrad declined 50% Grad grew
GENERAL				-	-	-	-	10	-	

APPENDIX II - F - 4

UNIVERSITY OF WYOMING INSTRUCTIONAL PROGRAMS, 1971,1983

College/ Department (Division)	Major	Degrees Offered 71/72	Degrees Offered 82/83	Faculty 71/72	Faculty 82/83	No. of Students Fall Semester Undergraduate 1971/72	Graduate 1971/72	Undergraduate 1982/83	Graduate 1982/83	Significant Change by Department
EDUCATION										
ADULT EDUCATION & INST. SERV				9	6	-	-	-	-	
	Adult Education	MA,EdD	MA,EdD	-	-	-	18	-	13	decline by 1/3
	Library Science			-	-	-	-	-	-	
	Department Total			9	6		18		13	
CURRICULUM & INSTRUCTION		BA,MA,PhD	MA,PhD	24	23	4	36	-	18	overall decline most pronounced in English and Languages. Art, Mathematics and Secondary Education about ½ of the 1971/72 enrollment. A few small increases in some of the sciences. Grad enrollment is ¼ 1971
	Art	BA,MA	BA	-	-	47	2	17	-	
	Biological Science	BA,MA	BA	-	-	22	3	18	-	
	Earth Science	BA,MA	BA	-	-	5	1	18	-	
	Elementary Ed.	BA,MA	BA,MA	-	-	415	35	371	2	
	English	BA,MA	BA	-	-	110	7	22	-	
	Eng/Commun		BA	-	-	-	-	5	-	
	Eng/Journal		BA	-	-	-	-	7	-	
	Eng/Reading		BA	-	-	-	-	4	-	
	Eng/Theatre		BA	-	-	-	-	3	-	
	Languages	BA,MA	BA,MA	-	-	45	3	4	-	
	General Science	BA	BA,MA	-	-	2	-	10	1	
	Mathematics	BA,MA	BA,MA	-	-	49	2	23	-	
	Middle School		BA,MA	-	-	-	-	13	2	
	Music Ed.	BA,MA	BA	-	-	23	2	24	-	
	Physical Science	BA,MA		-	-	5	2	4	-	
	Secondary Ed.	BA,MA	BA,MA	-	-	26	9	13	2	
	Social Studies	BA,MA		-	-	93	7	-	-	
	Junior HS	BA		-	-	14	-	-	-	
	Speech & Drama	BA		-	-	31	-	-	-	
	Department Total			24	23	891	109	556	25	
EDUCATIONAL ADMINISTRATION		MA,PhD	MA,PhD	9	9	-	40	-	45	
EDUCATIONAL FOUNDATIONS				10	9	-	8	-	8	
GUIDANCE & COUNSELING		BA,MA	MA	9	5	5	86	-	41	less than ½ of the 1971 enrollment

APPENDIX II - F - 4
UNIVERSITY OF WYOMING INSTRUCTIONAL PROGRAMS 1971,1983
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College/ Department (Division) Major	Degrees Offered 71/72	Degrees Offered 82/83	Faculty 71/72	Faculty 82/83	No. of Students Fall Semester 1971/72 Undergraduate	No. of Students Fall Semester 1971/72 Graduate	No. of Students Fall Semester 1982/83 Undergraduate	No. of Students Fall Semester 1982/83 Graduate	Significant Change by Department
EDUCATION (cont'd)									
PHYSICAL EDUC & HEALTH	BS,MS		17	13	202	10			
P.E. (non-teaching)		BS,MS	-	-	-	-	19	5	
P.E. (teaching		BS,MS	-	-	-	-	166	7.	
P.E./Health							6	-	
Department Total			17	13	202	10	191	12	
SPECIAL EDUCATION (Prescriptive Teaching)	BA,MA,EdS	BA,MA,EdS	-	5	133	17	96	1	Undergrad declined 1/3; substantial grad decline
VOCATIONAL EDUCATION		MA	11	13	-	-	-	6	Grad decline 50%
Business Ed.	BA,MA	BA,MA	-	-	73	19	51	7	
Distributive Ed.	BA,MA	BA,MA	-	-	17	2	9	1	
Industrial Ed.	BS,MS	BS,MS	-	-	71	8	94	1	
Indus. Tech. Elec.		BS	-	-	-	-	12	-	
Indus. Tech. Manu.		BS	-	-	-	-	6	-	
Office Admin.	BS,MS	BS,MS	-	-	45	-	31	-	
Trades & Ind Ed.	MS	MS	-	-	6	7	-	7	
Vocational Ag.	BS,MS	BS,MS	-	-	17	1	23	1	
Vocational Hom..	BS,MS	BS,MS	-	-	20	4	13	1	
Vocational Studies		BS,MS	-	-	-	-	15	-	
Department Total			11	13	249	41	254	24	
GENERAL			-	-	46	10	70	2	

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[1] Library Science since moved to Department of Educational Foundations

APPENDIX II - F - 5

UNIVERSITY OF WYOMING INSTRUCTIONAL PROGRAMS, 1971,1983

College/ Department (Division)	Major	Degrees Offered		Faculty		No. of Students Fall Semester				Significant Change by Department
		71/72	82/83	71/72	82/83	Undergraduate 1971/72	Graduate 1971/72	Undergraduate 1982/83	Graduate 1982/83	
ENGINEERING										
AGRICULTURAL ENGINEERING		BS,MS	BS,MS	5	7	27	6	31	6	
ATMOSPHERIC SCIENCE		MS	MS,PhD		9	-	7	-	16	Grad more than doubled
CHEMICAL ENGINEERING			MS,PhD	7	3	51	9	132	32	Undergrad more than doubled - Grad tripled
CIVIL & ARCHITECT.				27	22	-	-	-	-	
	Civil	BS,MS,PhD	BS,MS,PhD	-	-	147	20	224	28	
	Architectural	BS	BS	-	-	74	-	123	-	All areas grew
	Construction	BS	BS	-	-	-	-	33	-	
	Surface Mining	BS	BS	-	-	-	-	3	-	
	Department Total			27	22	221	20	383	28	
ELECTRICAL				12	11	-	-	-	-	
	Bioengineering	BS,MS,PhD	BS,MS,PhD	-	-	-	19	39	8	
	Computer Engineering		BS	-	-	-	-	35	-	New program grew substantially
	Electrical	BS,MS,PhD	BS,MS,PhD	-	-	166	18	258	27	
	Biomedical Electrical	BS,MS,PhD		-	-	14	-	-	-	
	Department Total			12	11	180	18	332	35	
MECHANICAL		BS,MS	BS,MS	9	12	112	14	224	16	Area grew even though 2 programs eliminated
	Aerospace	BS,MS		-	-	42	1	-	-	
	Nuclear	BS,MS		-	-	11	-	-	-	
	Department Total			9	12	165	15	224	16	
PETROLEUM		BS	BS	-	-	80	3	419	21	More than 5 times larger
GENERAL				-	-	8	3	3	-	

APPENDIX II - F - 6

UNIVERSITY OF WYOMING INSTRUCTIONAL PROGRAMS, 1971,1983

College/ Department (Division)	Major	Degrees Offered		Faculty		No. of Students Fall Semester				Significant Change by Department
		71/72	82/83	71/72	82/83	Undergraduate 1971/72	Graduate 1971/72	Undergraduate 1982/83	Graduate 1982/83	
HEALTH SCIENCES										
NURSING		BS	BS,MS	8	12	188	-	227	12	Added a grad program
PHARMACY		BS,MS	BS	8	13	138	11	118	-	Enrollment declined
PARAMEDICAL SCIENCE										
	Med. Tech	BS	BS	2	3	75	-	59	-	Enrollment declined by 1/5
	Dental Hygiene	BS	BS	-	-	-	-	1	-	
	Department Total			2	3	75		60		
SPEECH PATHOLOGY & AUDIOLOGY		BS,MS	BS,MS	4	8	72	15	59	29	Undergrad declined - Grad grew
GENERAL				-	-	-	-	2	-	

APPENDIX II - G

MASTER'S DEGREES CONFERRED, 1971-1983

FIELD	1971 - 1977		1977 - 1983	
	AVERAGE	TOTAL	AVERAGE	TOTAL
*Accounting	4.0	24	3.0	18
Adult Ed	3.67	22	4.0	24
*Ag Economics	4.83	29	4.0	24
*Ag Education	2.33	14	1.5	9
*Ag Engineering	1.33	8	1.83	11
*Ag Extension	.33	2	.67	4
Agronomy	2.17	13	3.5	21
*American Studes	4.83	29	1.17	7
Animal Science	4.67	28	2.83	17
*Anthropology	3.5	21	3.0	18
*Art	11.17	67	9.33	56
Atmospheric Science	2.33	14	2.83	17
Biochemistry	.67	4	.17	1
Bioengineering	2.17	13	.83	5
Botany	4.0	24	2.67	16
*Business Admin	47.17	283	51.5	309
*Business Ed	3.17	19	2.0	12
Chemical Engin	1.83	11	3.5	21
Chemistry	4.0	24	3.5	21
Civil Engineering	8.0	48	8.5	51
*Classical Language	.17	1	.17	1
*Communications	-	-	2.0	12
*Computer Science	-	-	2.0	12
Counselor Ed	13.0	78	16.33	98
Curriculum & Inst	13.33	80	10.67	112
*Distributive Ed	-	-	.83	5
Economics	4.33	26	5.33	32
Ed Admin	14.0	84	15.33	92
*Ed Foundations	2.33	14	2.5	15
Elec Engineering	4.67	28	5.17	31
Elem Ed	6.33	38	3.17	19
*English	12.67	76	7.17	43
*English Ed	.83	5	-	-
Entomology	1.83	11	3.5	21
*Finance	.5	3	3.33	20
*Food Science	1.0	6	2.0	12
*French	1.33	8	1.0	6
*Geography	4.0	24	2.17	13
Geology	11.5	69	15.00	90
*German	1.67	10	1.17	7

APPENDIX II - G
MASTER'S DEGREES CONFERRED, 1971-1983 (continued)

	1971 - 1977		1977 - 1983	
FIELD	AVERAGE	TOTAL	AVERAGE	TOTAL
History	2.5	15	3.67	22
*Home Economics	2.0	12	.5	3
*Home Ec Ed	-	-	.67	4
*Indus Arts Ed	1.67	10	1.5	9
*Indus Management	1.83	11	1.33	8
*Internatl Studies	2.0	12	.33	2
*Journalism	2.0	12	2.83	17
*Marketing	.17	1	2.0	6
Mathematics	3.17	19	5.33	32
Mechanical Eng	5.83	35	3.67	22
Microbiology	4.5	27	3.0	18
*Music	5.83	35	6.83	41
*Music Ed	.33	2	.67	4
*Natural Science	23.33	140	6.5	39
*Nuclear Engin	.17	1	-	-
*Nursing	-	-	.33	2
*Parasitology	-	-	1.83	11
*Petroleum Engin	1.83	11	3.67	22
*Philosophy	.67	4	1.33	8
*Physical Ed	5.5	33	6.83	41
Physics	6.67	40	1.33	8
*Planning	-	-	1.0	6
Plant Pathology	.33	2	.33	2
*Political Science	5.5	33	2.33	14
Psychology	10.67	64	8.17	49
*Public Admin	2.33	14	3.0	21
Range Management	4.33	26	4.67	28
*Rec & Park Adm	3.17	19	5.83	35
Secondary Ed	4.5	27	.67	4
*Sociology	3.33	20	2.17	13
*Spanish	4.0	24	1.5	9
*Special Ed	3.83	23	4.17	25
*Speech Comm & Thea	6.0	36	-	-
*Speech Path & Aud	3.83	59	11.67	70
Statistics	4.0	24	4.0	24
*Theatre	-	-	4.5	27
*Trades & Indus Ed	1.17	7	.5	3
*Vocational Ag	-	-	.33	2
*Vocational Ed	.33	2	1.0	6
Water Resources	4.5	27	4.33	26
Wool Science	.17	1	.17	1
Zoology	11.5	69	9.33	56
TOTALS	359.33	2156	342.33	2054

*Master's Degree, the highest degree offered

APPENDIX II - H

DOCTORATE DEGREES CONFERRED, 1971-1983

	1971 -	1977		Totals	1977 -	1983		
	Ed.D.	Ph.D.	Both Ed.D.&Ph.D.	Both Ed.D. & Ph.D.	Ed.D.	Ph.D.	Both Ed.D & Ph.D.	Totals
Education								
Adult Education	.67	0.	.67	4	.17	0.	.17	1
Curriculum and Instruction	.67	3.17	3.83	23	.17	3.33	3.5	21
Educational Administration	3.67	2.17	5.83	35	2.	3.33	5.33	32
Educational Foundations	.17	0.	.17	1	-	-	-	-
Elementary Education	0	-	0.	0	-	.17	.17	-
Counselor Education (Guide & Coun)	2.83	7.83	10.67	64	.5	3.33	3.83	23
General Education	5.67	.33	6.	36	3.	1.33	4.33	26
Health and Physical Education	0	-	0.	0	-	-	-	-
Secondary Education	.67	-	.67	4	0.	-	-	0
Mathematics Education	-		-	-	-	.17	.17	1
Ed.D Total Average	14.35	13.5			5.84	11.66		6
Agronomy (Crop Science)		2.0		12		1.		6
Animal Science		1.83		11		2.		12
Atmospheric Science		.5		3		1.17		7
Biochemistry		1.83		11		1.67		10
Bioengineering		1.33		8		1.		6
Botany		0.		0		1.33		8
Chemistry		4.33		26		2.83		17
Chemical Engineering		-		-		.17		1
Civil Engineering		1.		6		.17		1
Economics		.33		2		1.33		8
Electrical Engineering		.5		3		.5		3
Entomology		2.5		15		1.5		9
Geology		2.5		15		5.16		31
History		1.		6		.33		2
Mathematics		3.		18		.58		7
Mechanical Engineering		.67		4		.33		2
Mineral Engineering				-		.67		4
Physics		8.33		50		2.67		16
Plant Pathology		0.		0		0.		0
Psychology		6.67		40		7.17		43
Range Management		2.		12		1.5		9
Statistics		.5		3		3.		18
Water Resources		.33		2		0.		0
Wool Science		.17		1		0.		0
Zoology		3.67		22		3.5		21
Total Average		58.5	72.83	437		51.83	59.33	356

Total PhD 351 Total PhD 311

APPENDIX II - I

JOURNAL PUBLISHING BY PERSONS AFFILIATED WITH U.W., 1976-1983

CATEGORY	1976	1977	1978	1979	1980	1981	1982	1983	%INCREASE
Arts & Humanities	28	39	28	26	30	36	51	34	3.1
% UW Total	8.6	105	8.3	8.0	11.4	9.5	12.8	8.3	
Arts & Humanities Total	91,625	64,530	84,910	93,781	102,391	106,842	115,657	-	4.4
% Total	.031	.060	.033	.028	.029	.033	.044	-	
Social Sciences	59	90	78	60	64	94	74	98	9.4
% UW Total	18.0	24.3	23.0	18.6	24.3	24.9	18.5	23.8	
Social Sciences Total	126,916	126,342	127,272	12,205	127,123	130,144	126,850	-.01	
% Total	.046	.071	.061	.047	.052	.074	.057	.077	
Sciences	240	242	233	237	169	248	274	280	2.4
% UW Total	73.4	65.2	68.7	73.4	64.3	65.6	68.7	68.0	
Sciences Total	450,956	494,861	500,702	517,557	519,073	538,261	548,375	-	3.6
% Total	.053	.049	.047	.046	.033	.046	.050	-	
Total UW Production	327	371	339	323	263	378	399	412	3.7
% Increase	-	13.5	-8.6	-4.7	-18.6	43.7	5.6	3.3	
Total Source Articles	669,497	685,733	713,149	738,610	743,669	772,226	794,176	-	3.1
UW % of Total	.049	.054	.048	.044	.035	.049	.050	-	

SOURCE: Entries listed under University of Wyoming in Corporate Source Index in Arts and Humanities Citation Index, Social Sciences Citation Index, and Science Citation Index after duplicates were eliminated.

APPENDIX II - J

DEPARTMENT HEAD SURVEY, 1984

DEPARTMENT	INSTRUCTION	RESEARCH	COMMENTS ON WEAKNESSES/STRENGTHS
Unidentified	6.5	6.5	
Agriculture			
Ag Dean's Office	6.5	6.5	
Ag Econ	8.5	8.5	
An Sci	7.0	3.5	
Biochem	9.0	9.0	
Microbiol	7.5	3.5	Weak in medical mycology & mycotoxias
Plant Sci	6.0	6.0	
Range Mgt	7.5	6.5	Need Rangelands magazine
Average 7.43	52.0	43.5	6.21
Arts & Sciences			
Anthro	8.5	7.5	
Art	7.0	7.0	
Botany	9.5	9.5	
Chemistry	8.0	8.0	
Communications	6.5	6.5	
Computer Science	8.0	5.0	
English	9.0	7.0	But very uneven
Geography	7.5	6.5	
Geology/Geophysics	-	-	No rating; *Geology-very good library Foreign collections not adequate Also Australia, S. Africa, New Zealand need strengthening
History	6.5	4.5	
Journalism	7.5	4.0	Research collection weak; need non-book materials
Mod & Class Lang	8.0	5.0	
Music	8.0	8.0	
Physics/Astron	1.0	8.0	Need intro texts; some Univ Press materials
Poli Sci	7.5	7.5	
Psych	5.0	7.0	
Rec & Park Admin	8.0	7.0	
Sociology	8.0	6.0	
Theatre & Dance	8.0	8.0	
Zool & Physiology	4.5	4.5	
Average 6.89	131.0	122.5	6.45
Commerce & Industry			
Accounting	2.0	2.0	
Bus Admin	7.5	7.5	
Economics	8.0	5.0	Requested journals have not been added
Statistics	8.0	8.0	
Average 6.38	2.55	2.15	5.38

APPENDIX II - J
DEPARTMENT HEAD SURVEY
Page 2

DEPARTMENT	INSTRUCTION	RESEARCH	COMMENTS ON WEKNESSES/STRENGTHS
Education			
Counselor Ed	9.0	7.0	Need curricular materials, journals & media
Ed C&I (Special Ed)	5.0	5.0	
Ed C&I	8.0	8.0	
Ed Admin	6.5	6.5	Dept needs to better utilize dept funding
Ed Foundations	5.0	4.0	3 responses (3,5,8);4 responses (3,4,5,5)
Physical Ed	7.0	6.0	4 responses (8,8.5,6,7);(7.5,5,5.5,5) Need all materials from AAHPERD
Average 6.75	40.5	37.5	6.2
Health Science			
Pharmacy	9.0	9.0	
Nursing	5.0	4.0	
Sp Path & Audiology	5.0	5.0	
Average 6.33	19.0	18.0	6.0
Engineering			
Ag Engr	8.0	9.0	
Atmos Sci	8.5	5.5	
Chem Engr	7.0	6.0	Objects to 1 year faculty loan
Elec Engr	8.5	7.5	
Mech Engr	-	-	No rating; materials scattered in 3 locations
Petrol Engr	5.5	7.5	
Average 7.5	37.5	35.5	7.1
Law - Returned as not applicable; they do use Documents and find it adequate.			
Human Medicine	7.5	6.5	
Graduate School	7.0	7.0	Overview of grad programs
Average 7.06	331.5	300.5	6.4

APPENDIX II - K - 1

OFFICE OF THE DIRECTOR

THE UNIVERSITY OF WYOMING
THE LIBRARY
BOX 3334, UNIVERSITY STATION
LARAMIE, WYOMING 82071

March 30, 1984

Dear Professor:

A major study of the collections development program in the University Libraries is currently underway, with a particular focus on the success of the collections in supporting the University's instruction and research programs. Recognizing that the University and the Libraries must operate within finite resources, your judgments are an important contribution to the formulation and operation of an effective collections program. We would greatly appreciate your responses to the following questions which are designed to provide us with needed information on the current and emerging library requirements of your department.

Please mail responses by April 6 to:

Carol Collier, Chair
CAP Study Team
Documents Division
Coe Library

Sincerely,

Keith M. Cottam
Director of Libraries

APPENDIX II - K - 2*

1. Please indicate any major anticipated changes in the department's research programs for the upcoming year (e.g.: increased emphasis on women's studies; decreased emphasis on oil shale research).

2. Please indicate anticipated changes in the department's instructional program for the upcoming year (e.g.: significant enrollment shifts; new courses, etc.).

3. If the department anticipates adding faculty or research staff with new research interests during the next year, please indicate what these might be.

APPENDIX II - K - 3

4. We would like a general idea of your view of the adequacy of the library's collections in supporting your department's major program.

10 = entirely adequate   1 = entirely inadequate

a. 1 2 3 4 5 6 7 8 9 10

| | | | | | | | | |

Adequacy of collection in support of department's Instructional Program

b. 1 2 3 4 5 6 7 8 9 10

| | | | | | | | | |

Adequacy of collection in support of department's Instructional Program

5. In future phases of this study, we will be conducting detailed interviews with selected faculty on the adequacy of the library's collections. Who in your department would you recommend for this type of interview in terms of knowledge of and interest in the library's collections program?

*SOURCE: Adapted form the "Needs Survey of Major Academic Units," Office of Management Studies, Association of Research Libraries.

NOTES

[1] American book output is indicated in Chandler B. Grannis, "1979 Title Output and Price Averages--Final Report," Publishers Weekly 218 (September 26, 1980): 92 and "Title Output and Average Prices: 1983 Preliminary Figures," Publishers Weekly 225 (March 16, 1984): 46. Periodical output is indicated in F. F. Clasquin, "Periodical Prices 1977-1979 Update," Library Journal 108 (October 15, 1979): 2168-2171 and Rebecca T. Lenzini, "Periodical Prices 1981-1983 Update," Serials Librarian 8 (Winter 1983): 107-118. Microform output comes from a count of pages in National Register of Microform Masters, Washington, D.C.: Library of Congress, 1977-1983.

YEAR	MICROFORM COUNT	% INCR.
1976	807	-
1977	1018	26.1
1978	1453	42.7
1979	1096	-24.6
1980	1213	10.7
1981	1699	40.1
1982	1778	4.6
ANNUAL AVERAGE %		20.0

[2] Gary M. Pitkin, "Too Many Magazines?" Serials Librarian (Spring 1983): 1-5. National Enquiry into Scholarly Communication, Scholarly Communication, Baltimore: Johns Hopkins University Press, 1979. Fritz Machlup and others, Information through the Printed Word, 4 vols., New York: Praeger, 1978-1980.

[3] Richard P. Keeman, "Publishing, Book," ALA Yearbook 1981, Chicago: American Library Association, 1981, p. 239.

[4] Norman B. Brown and Jan Phillips, "American Periodicals Subscription Prices," RSTD Newsletter 9 (4) 1984: 36-37.

[5] Telephone conversation with Rebecca T. Lenzini, F. W. Faxon Co., May 17, 1984.

[6] Lenzini, "Periodical Prices." Brown and Phillips, "Price Indexes for 1983: U.S. Periodicals and Serial Services," Library Journal 108 (September 1, 1983): 1659-1661.

[7] Grannis, "Title Output and Average Prices: 1983."

[8] S. T. Mast, "Overview and Perspective," Wyoming Quarterly Update 3 (Winter 1984): 2-3.

[9] Shelby Gerking, S. T. Mast, and Scott E. Atkinson, Wyoming's Near Term Economic Outlook: Modest Growth in the 1980s, Laramie: Institute for Policy Research, 1984.

[10] "Revenues & Expenditures of Colleges & Universities, 1981-82," Chronicle of Higher Education (April 4, 1984): 14.

[11] University of Wyoming, Budget Index 1983-84, Laramie, 1983.

[12] In 1982-83 personnel was 58 percent of Colorado State University's total library budget; 57.3 percent at the University of Colorado; 58.6 percent at the University of New Mexico; and 51.8 percent at the University of Utah. Source was ARL Statistics, 1982-83, Washington, D.C.: Association of Research Libraries, 1984.

[13] Dr. Allan Spitz interviewed by the CAP Study Team, May 22, 1984.

[14] Enrollment data drawn from "Student Enrollment by College and Major, Fall Semesters," "Summary of Masters Degrees Conferred," "Summary of Doctors of Education (ED.D) Degrees Conferred," and "Summary of Doctor of Philosophy (Ph.D) Degrees Conferred," in Statistical Summary of the Divisions of Admissions, Registration and Records, University of Wyoming, Laramie, 1976/77 and 1982/83. Count of faculty taken from Bulletin, University of Wyoming, Laramie, 1971-72 and 1983-84.

[15] Jean S. Johnson, "The Wyoming Experience with the ACRL Guidelines for Extended Campus Library Services," College and Research Libraries News 45 (February 1984): 76.

[16] "Summary of External Grants," Laramie: University of Wyoming Office of Research, 1979-1983.

[17] Eileen D. Cook and Carol C. Henderson, "Legislation and Regulation Affecting Librarianship in 1983," Bowker Annual 1984, New York: Bowker, 1984, pp. 201, 204.

[18] Lee Solomon, "ARL Membership and Related Statistical and Salary Data," Laramie: University of Wyoming Libraries, June 1984.

Chapter III

GOALS

UNIVERSITY PURPOSE

The purpose and goals of a library must be based upon those of its parent institution. The purpose of the University of Wyoming, as stated in the 1980 North Central accreditation self-study, is:

1. To serve the people of Wyoming by offering, through appropriate means and methods, excellent undergraduate, graduate, and continuing education opportunities in the liberal arts and selected professional disciplines;

2. To promote an environment for students in which educational, professional, cultural, social, athletic, and other activities may be experienced in a manner that benefits students as individuals and as citizens and to maintain such services as may assist students in achieving the maximum benefit from their participation in the University community;

3. To contribute to the expansion of knowledge through the development and maintenance of quality programs in basic and applied research, scholarship, and creative activity in selected, relevant areas which are of concern to the state, the region, and the nation, and which relate to the University's instructional programs; and

4. To turn that knowledge to the solution of societal problems by bringing to bear the special capabilities, resources, and expertise resident within the University and to enrich the quality of life to the people of the State of Wyoming by engaging in service and extension activities.[1]

LIBRARY PURPOSE

The following proposed statement of purpose for the University Library was written in 1984 by Keith Cottam, Director of Libraries:

> The purpose of the University of Wyoming Libraries, a major educational and cultural resource of the University and of the State of Wyoming, is to select, acquire, organize, interpret, provide access to, and preserve recorded information which supports the institution's undergraduate instructional programs, graduate instruction and research, faculty research, and continuing education in the liberal arts and selected professional disciplines; to extend library resources and services to enrich the quality of life to the people of the state by engaging in service and extension activities; and to cooperate with other organizations for the advancement of scholarship and the effective utilization of resources.2

The proposed purpose has been discussed by the Administrative Council, the department heads, and in a series of open meetings for the Library staff. It was published in the Tear Sheet May 25, 1984, along with proposed goals for the Library.

COLLECTION VALUES SURVEY

There have been no written statements of purpose or goals for the collection development program. In preparation for writing such statements, the CAP Study Team conducted a brief survey in April 1984, of selected Library staff involved in collection development, in an effort to determine the overall collection development philosophy practiced in the Library. Survey forms were distributed to 37 Library staff members who fell into one or more of the following five categories: Administrative Council, CAP Study Team, department heads, faculty, and subject specialists. These staff members were asked to rank 13 collection value statements in priority order, with one being the most important collection philosophy value. A copy of the survey and its cover letter are in Appendix III-A.[3] Thirty-two surveys were returned and revealed a broad range of collection development philosophies among the Library staff. Despite the differences, however, there was overall agreement on three top priority areas for collection development. The following three values were the primary concerns of nearly all the respondents:

1. Collections that support the instructional needs of the undergraduate
2. Collections that support the advanced study and research of graduate students
3. Collections that support the research needs of the faculty.

When the data were divided by the five groups of staff noted above, each group still ranked the needs of undergraduates, graduates, and faculty first, with the undergraduates' needs usually being ranked a little ahead of the other two. The remaining 10 collection values were ranked differently from group to group. Most groups and individuals placed the following collection value statements as medium priorities after the three top priorities mentioned above:

4. Collections that service the information and research needs of the state and community
5. Collections that anticipate future curricular or research interests
6. Collections that reflect and build on historical strengths
7. Collections that represent regional history and development
8. Collections that shape the future research interests of the university.

The remaining statements were generally ranked in the bottom half of collection philosophy values. Appendix III-B shows the overall responses which were calculated by adding the ranked answers and dividing by the number of respondents. A range of answers was also noted to show the variety of responses some of the collection values generated.

When the results of the survey were divided by the five Library groups, several patterns emerged. The widest range of responses to the three top priorities mentioned above was reflected in the surveys filled out by subject specialists (18 responses) and faculty (21 responses). The CAP Study Team exhibited the strongest agreement on the top three priorities for the Library. The range of responses from the Administrative Council and department heads was not as broad as from the subject specialists, but still varied enough to show disagreement on one top priority. The fourth priority for all groups except Administrative Council was "collections that service the information and research needs of the state and community." The fourth priority for the Administrative Council was "collections that reflect and build on historical strengths."

All groups diverged after ranking the fourth priority. Most groups ranked collection values 4-8, listed above, as medium priorities in varying orders of importance. The one group that differed in its medium priorities is the Administrative Council, which ranked "distinctive collections of national and international importance" as a strong medium priority while the other groups ranked that particular value in the bottom half.

Agreement was generally reached among groups on what is low priority. For example, all groups ranked "significant archival materials relating to history and development of the University" and "collections that support the recreational reading needs of the University community" as low priorities. The average ranking and the range of responses for each of the five groups is detailed in Appendix III C-G.

The range of priorities in collection philosophy values exhibited by the Library staff shows a variance of opinion and probably some confusion about what the orientation of the Library's collection development program should be. The range of responses among subject specialists, in particular, is of concern in formulating a collection development plan.

DRAFT COLLECTION DEVELOPMENT GOALS

The CAP study team has written a statement of purpose and goals for the collection development program. This statement is meant to serve as a working draft for the guidance of the Task Forces. It is recommended that the Task Force on Organization and Staffing write objectives for the program and that the goals and objectives be ratified by the Library administration and reviewed regularly by the collection development officer.

Purpose

The primary purpose of the collection development program is to identify and select library materials which support the instructional and research programs of the University. The secondary purpose of the program is to identify and select library materials which support the information needs and general advancement of learning of the people of Wyoming.

Goals

1. To develop methods of identifying the needs of the University's instructional and research programs, responding to them, and continually evaluating and reviewing these methods and their results.
2. To write and review periodically general collection development policies and specific subject area collection development policies to guide selection.
3. To coordinate and communicate collection development policies and activities among all Library units in order to improve the effectiveness of all participants in the collection development program.
4. To consult with academic departments in establishing collection

development policies and in carrying out collection development activities.

5. To recruit, train, and evaluate collection development staff in order to develop the best possible staff for the program.
6. To be aware of and follow sound preservation practices in developing the collections.
7. To be aware of and responsive to trends in the library profession and developments in the University and state which affect collection development.
8. To coordinate collection development activities with other libraries and archives within the state and region.
9. To develop allocation procedures that are based on University programs, publishing trends and other relevant factors, and to review such allocations regularly.
10. To apply the principles of intellectual freedom to the selection process.
11. To review periodically policies, procedures, and staffing within the collection development program.

RECOMMENDATIONS

In the process of writing this chapter, the Study Team has noted the lack of formal goal-setting procedures at both the Library and departmental levels. Goals have not been written in many cases, and where they have been, there has been no process for ratifying, implementing, and reviewing them. To facilitate Library-wide planning, the Study Team proposes the first three recommendations. Their implementation will require administrative support and does not depend upon Task Force findings.

There has been no written statement of purpose or goals for the collection development program and it appears that the program has been guided by the philosophies of individual collection development staff members. The results of the collection values survey indicate that collection development philosophies vary widely throughout the Library. Therefore, the issues raised in recommendations 4-5 ought to be discussed and a Library-wide collection development philosophy should be adopted. It would be helpful to the Task Forces if this discussion could begin immediately.

The final recommendations, numbers 6-7, are suggestions for the guidance of Task Force investigations.

The CAP Study Team recommends:

1. That procedures be developed for ratifying, implementing, and reviewing Library, divisional, and departmental goals.
2. That the proposed purpose of the University Library be discussed, modified if necessary, and ratified.
3. That Library-wide goals be written, ratified, implemented, and reviewed regularly.
4. That the issues raised by the collection values survey be discussed by the Library staff and that a philosophy of collection development be agreed upon for use in guiding the collection development program.
5. That the collection development goals that the Study Team has written be discussed and ratified, implemented, and reviewed.
6. That the Task Forces investigate current collection development practices to see how they relate to University, Library, and collection development purposes and goals.
7. That the Task Forces recommend specific and implementable objectives for the collection development program to help it achieve its goals.

OFFICE OF THE DIRECTOR

THE UNIVERSITY OF WYOMING
THE LIBRARY
BOX 3334, UNIVERSITY STATION
LARAMIE, WYOMING 82071

April 17, 1984

TO: Administrative Council, CAP Study Team, Department Heads, Library Faculty, Subject Specialists

FROM: Carol Collier, CAP Study Team

RE: Values Related to Collection Development

The Collection Analysis Project Study Team is attempting to determine what aspects of collection development various groups within the libraries feel are most important to the UW libraries. We are distributing this "Collection Values Survey" to faculty, department heads, subject selectors, and administrators to try to get some indication whether different groups involved in selection and policy making hold the same perceptions of what our collection development emphases ought to be.

Please fill out the following questionnaire and return it to Jo Ann Davis in the Administrative Office by April 27.

Items should be ranked from 1 (most important) to 13 (least important). If you have any questions about the survey, please contact a member of the study team for clarification.

Thanks for your help.

CC/jad

APPENDIX III - A (continued)

COLLECTION VALUES SURVEY

Please rank the following from 1 (most important) to 13 (least important). Please feel free to comment on your answers.

Return this questionnaire by Friday, April 27

_____ Collections that support the advanced study and research of graduate students.

_____ Collections that support recreational reading needs of the university community.

_____ Collections that anticipate future curricular or research interests.

_____ Collections that provide general information in subject areas not covered by the instructional and research program of the university.

_____ Significant archival materials relating to history and development of the university.

_____ Collections that support inter-institutional cooperation.

_____ Distinctive collections of national and international importance.

_____ Collections that service the information and research needs of state and community.

_____ Collections that support the research needs of the faculty.

_____ Collections that shape the future research interests of the university (i.e., collections that attract scholars to the university).

_____ Collections that reflect and build on historical strengths.

_____ Collections that support the instructional needs of the undergraduate.

_____ Collections that represent regional history and development.

- -

Please check all that apply:

_____ Administrative Council
_____ CAP Study Team
_____ Department Head
_____ Faculty
_____ Subject Specialist

APPENDIX III-B

COLLECTION VALUES SURVEY

Overall (32 Responses)

1. Collections that support the instuctional needs of the undergraduate
   average = 1.78 range 1-7

2. Collections that support the advanced study and research of graduate students
   average = 2.06 range 1-5

3. Collections that support the research needs of the faculty
   average = 3.03 range 1-9

4. Collections that service the information and research needs of state and community
   average = 6.03 range 3-11

5. Collections that anticipate future curricular or research interests
   average = 6.90 range 3-12

6. Collections that reflect and build on historical strengths
   average = 7.50 range 3-13

7. Collections that represent regional history and development
   average = 7.56 range 1-12

8. Collections that shape the future research interests of the university (i.e. collections that attract scholars to the university)
   average = 7.80 range 1-13

9. Collections that provide general information in subject areas not covered by the instructional and research program of the university
   average = 8.47 range 4-13

10. Distinctive collections of national and international importance
    average = 9.125 range 1-13

11. Collections that support inter-institutional cooperation
    average = 9.15 range 4-13

12. Significant archival materials relating to history and development of the university
    average = 9.28 range 4-13

13. Collections that support the recreational needs of the university community
    average = 11.8 range 8-13

APPENDIX III - C

COLLECTION VALUES SURVEY

CAP Study Team (5 Responses)

1. Collections that support the instructional needs of the undergraduate
average = 1.0 range 1

2. Collections that support the advanced study and research of graduate students
average = 2.0 range 2

3. Collections that support the research needs of the faculty
average = 3.0 range 3

4. Collections that service the information and research needs of state and community
average = 4.8 range 4-6

5. Collections that provide general information in subject areas not covered by the instructional and research program of the university
average = 6.0 range 4-9

6. Collections that represent regional history and development
average = 7.0 range 6-11

7. Collections that anticipate curricular or research interests
average = 8.4 range 4-12

8. Collections that reflect and build on historical strengths
average = 8.4 range 8-10

9. Collections that support inter-institutional cooperation
average = 8.8 range 4-12

10. Significant archival materials relating to history and development of the university
average = 9.2 range 6-12

11. Collections that shape the future research interests of the university (i.e., collections that attract scholars to the university)
average = 9.4 range 8-13

12. Distinctive collections of national and international importance
average = 10.8 range 9-13

13. Collections that support the recreational reading needs of the university community
average = 12 range 10-13

APPENDIX III - D

COLLECTION VALUES SURVEY

Administrative Council (5 Responses)

1. Collections that support the instructional needs of the undergraduate
average = 2.40 range 1-7

2. Collections that support the advanced study and research of graduate students
average = 2.90 range 2-5

3. Collections that support the research needs of the faculty
average = 2.80 range 1-4

4. Collections that reflect and build on historical strengths
average = 5.00 range 3-12

5. Collections that anticipate future curricular or research interests
average = 6.80 range 5-8

6. Distinctive collections of national and international importance
average = 7.00 range 1-11

7. Collections that service the information and research needs of state and community
average = 7.80 range 5-10

8. Collections that represent regional history and development
average = 7.60 range 4-11

9. Collections that provide general information in subject areas not covered by the instructional and research program of the university
average = 8.40 range 4-13

10. Collections that shape the future research interests of the university (i.e., collections that attract scholars to the university)
average = 8.40 range 6-12

11. Collections that support inter-institutional cooperation
average = 9.60 range 7-11

12. Significant archival materials relating to history and development of the university
average = 9.80 range 6-13

13. Collections that support recreational reading needs of the university community
average = 12.4 range 11-13

APPENDIX III - E

COLLECTION VALUES SURVEY

Library Department Heads (14 Responses)

1. Collections that support the advanced study and research of graduate students
   average = 1.90 range 1-3
2. Collections that support the instructional needs of the undergraduate
   average = 2.07 range 1-6
3. Collections that support the research needs of the faculty
   average = 2.78 range 1-4
4. Collections that service the information and research needs of state and community
   average = 5.36 range 3-11
5. Collections that shape the future research interests of the university
   average = 7.21 range 1-10
6. Collections that anticipate future curricular or research interests
   average = 7.28 range 4-12
7. Collections that represent regional history and development
   average = 7.78 range 4-11
8. Collections that reflect and build on historical strengths
   average = 8.00 range 3-13
9. Collections that provide general information in subject areas not covered by the instructional and research program of the University
   average = 8.57 range 4-13
10. Distinctive collections of national and international importance
    average = 8.57 range 4-13
11. Collections that support inter-institutional cooperation
    average = 8.92 range 8-13
12. Significant archival materials relating to history and development of the university
    average = 10.78 range 8-13
13. Collections that support the recreational reading needs of the university community
    average = 11.7 range 8-13

APPENDIX III - F

COLLECTION VALUES SURVEY

Library Faculty (21 Responses)

1. Collections that support the instructional needs of the undergraduate
   average = 1.60 range 1-6

2. Collections that support the advanced study and research of graduate students
   average = 2.14 range 1-5

3. Collections that support the research needs of the faculty
   average = 3.09 range 1-9

4. Collections that service the information and research needs of state and community
   average = 5.95 range 4-11

5. Collections that anticipate future curricular or research interests
   average = 7.09 range 4-11

6. Collections that represent regional history and development
   average = 7.38 range 1-11

7. Collections that reflect and build on historical strengths
   average = 7.50 range 3-11

8. Collections that provide general information in subject areas not covered by the instructional and research program of the university
   average = 7.80 range 4-13

9. Collections that shape the future research interests of the university (i.e., collections that attract scholars to the university)
   average = 8.19 range 4-13

10. Collections that support inter-institutional cooperation
    average = 8.76 range 4-13

11. Significant archival materials relating to history and development of the university
    average = 9.10 range 6-13

12. Distinctive collections of national and international importance
    average = 9.70 range 1-13

13. Collections that support recreational reading needs of the university community
    average = 11.90 range 8-13

APPENDIX III - G

COLLECTION VALUES SURVEY

Subject Specialists (18 Responses)

1. Collections that support the advanced study and research of graduate students
average = 2.10 range 1-5

2. Collections that support the instructional needs of the undergraduate
average = 2.10 range 1-7

3. Collections that support the research needs of the faculty
average = 3.10 range 1-9

4. Collections that service the information and research needs of state and community
average = 5.88 range 3-11

5. Collections that represent regional history and development
average = 7.10 range 1-11

6. Collections that reflect and build on historical strengths
average = 7.20 range 3-10

7. Collections that anticipate future curricular or research interests
average = 7.30 range 3-11

8. Collections that support inter-institutional cooperation
average = 7.44 range 4-13

9. Collections that shape the future research interests of the university (i.e., collections that attract scholars to the university)
average = 8.10 range 5-13

10. Collections that provide general information in subject areas not covered by the instructional and research program of the university
average = 8.70 range 5-13

11. Significant archival materials relating to history and development of the university
average = 8.80 range 4-13

12. Distinctive collections of national and international importance
average = 9.30 range 1-13

13. Collections that support the recreational reading needs of the university community
average = 11.9 range 8-[illegible]

NOTES

[1] "The University of Wyoming: An Emerging Institution--volume I: Self-Study," Laramie, (March 1980), pp. x-xi.

[2] Keith Cottam, "The Planning Process: Goals and Objectives: The University Libraries," Laramie, May 21, 1984.

[3] The survey was adopted from the "Terminal Collection Values" survey provided by the Office of Management Studies of the Association of Research Libraries.